

Educational Supplement

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On three occasions I've taught in India at British Council seminars for young university lecturers in English. On my first visit in 1976 I worried about how far English literature courses were relevant to Indian needs. It's unnerving after a seminar on Philip Larkin to push your way to the official car through crowds of starving beggars.

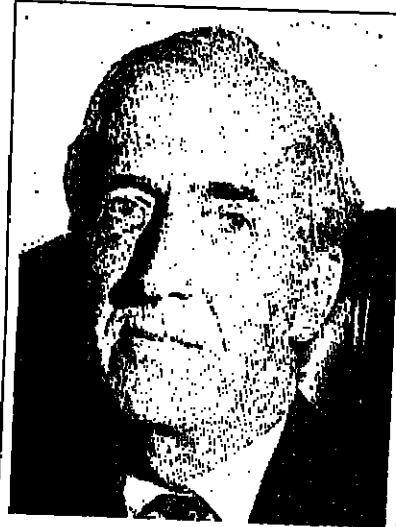
In the 1830s Macaulay set up a national system of education in India which was firmly Western in outlook. He declared that a single shelf of a good European library was worth the whole native literature of India and Arabia. Even today at many Indian colleges students with a poor command of English are forced to study Elizabethan lyrics or Keats. Was my work at the British Council seminars merely perpetuating an English master culture which should have been suppressed when India became independent in 1947?

On subsequent visits I became convinced this was not so. By the 1980s the young Indian lecturers at my seminar had all been born after 1947, and I was impressed by the relaxed self-confidence with which they discussed English culture. They were widely read in American as well as English literature. Many had studied authors such as V S Naipaul, Patrick White, Wole Soyinka, Chinua Achebe or Salman Rushdie, representatives of the diverse literatures in English now flourishing all over the world.

Traditional justifications for literature teaching, its development of imagination, judgement and discrimination, were being satisfied without confining English classes to works written in England. English is becoming a global language in which very different cultures can express themselves.

A Korean steel manufacturer will use English in negotiating with a Brazilian firm in Rio. As he travels to business meetings, he may improve his English by reading novels written by natives of California or Nigeria or India.

During the past 20 years the British Council has adapted well to this new situation. Students I've met in different parts of the world, from Sao Paulo to Calcutta, greatly respect the independence of the Council, its concern not for cheap



BRIAN COX

Cultural war

'All the countries where English is a primary language are functional democracies'

propaganda but for freedom of thought. The Council serves 81 countries, and creates considerable good will.

It was founded in 1913, partly in response to the propaganda war being waged by German and Italian Fascists. Lord Lloyd, chairman from 1937 to 1941, tried to persuade the Cabinet that people abroad turned with relief from the dominant notes of totalitarian propaganda to the less insistent and more reasonable cadences of Britain.

In his constant battles with the Treasury, he argued that if we didn't engage in cultural diplomacy the Middle East would become Nazi-fied. He believed that Council enterprises were worth armies, battleships and aeroplanes in their effects, undermining thought control imposed by dictators.

Lord Lloyd was opposed by Lord Beaverbrook who hated the Council and throughout the 1940s and 50s used his newspapers to vilify its work. Which is the best propaganda, he asked, the roar of British bombers or the melody of madrigals broadcast by the British Council?

This kind of criticism continues. Since 1979-80 the Council's grant-in-aid from the government has been cut by 20 per cent in real terms. In 1984-85 the opening of a new office in Shanghai was postponed, an Eng-

lish language institute in Venezuela closed and funds to send books overseas reduced.

While we make cuts, dictators have no doubts about the significance of the cultural war now raging in educational institutions throughout the world. In 1972 Colonel Gaddafi forced the Council to withdraw from Libya. A couple of weeks ago he ordered officials at Fatah University in Tripoli to burn hundreds of English and French textbooks, and to close the departments of English and French.

The students bravely protested, and as a result, third and fourth-year undergraduates will be allowed to continue studying English and French, but for subsequent years these subjects will be phased out.

President Reagan spent huge sums of money sending the Sixth Fleet into the Gulf of Sirte, where American fighter bombers flew 188 missions. Most British commentators think this did more harm than good, and it's arguable that the students of English and French did more for peace than the fighter-bombers. They were keeping alive a tradition of free enquiry which the British Council also seeks to preserve wherever it is allowed to operate.

There are strong utilitarian arguments for increasing financial support for the Council. A third of its total budget is spent on science

and technology projects, and such helps British trade. At present 70 countries in the world have heads of state or government who received some of their education in countries other than their own.

By far the greater number of these leaders - more than a third - came to Britain. It continues to cut back on Council scholarships this will not be true in the early 21st century and we shall lose the enormous benefits of goodwill.

Since the 1960s the Council's work English has concentrated on language teaching, and it's usual these days for a country officer to possess a qualification in linguistics. Students overseas know that English is essential for membership of the international community, particularly where texts in science or medicine don't exist in the local language.

But utilitarian considerations, however important, are of less significance than the Council's contributions to freedom of thought. All the countries where English is a primary language are functional democracies. Every modern student of politics knows that revolution is accomplished not only by the transfer of political and economic power but by the creation of an alternative hegemony through new forms of experience and consciousness.

In this process, educational institutions play a major role. By cutting back support for the Council the Government is making a tragic error, handing over power to all political systems with effects which in the future could be disastrous both for our country and for world peace.

NEXT WEEK

Send in the clowns
Letters between teacher trainers and a former student, now up against classroom reality as a probationary teacher

Election preview
On the stump with ILEA candidates

Schools without walls
Open school enthusiasts reply
EXTRA: Video and films

L.e.a.s pay back cash stopped in 'no cover' row

by James Melkie

Two education authorities are paying back money deducted from teachers who refused to cover for absent colleagues. Others may follow suit.

Hampshire and Suffolk county councils - both Conservative-led - have reached agreements on refunds for local members of the National Association of Schoolmasters' Union of Women Teachers who returned to normal work following the end of the 1985 pay dispute.

Hampshire is paying back £1.90 of each £2.00 which a teacher refused to provide cover. Suffolk is returning all deductions from NAS/UTW members which varied, according to pay scale and the length of time for which cover was refused.

The authorities are likely to hold talks with the Assistant Masters and Mistresses Association over similar deals. Members of the National Union of Teachers, who are still formally in dispute and refusing to cover, will not get money back.

The sums involved are relatively small but the NAS/UTW hopes other authorities which do not pay may follow suit as part of the good will being shown in the pay and conditions talks at Aca.

Eleven local authorities have been deducting pay for refusal to cover. Four have been involved in legal action with the NUT over the matter which ended on Wednesday with judgment being reserved until later.

Detailed talks on long-term conditions for teachers, planned for today were in doubt as the TES went to press because of legal moves by the NUT.

Sir John Wood, chairman of the independent panel supervising the talks, was due to oversee the first meeting of a working group on conditions today but the NUT - which has been barred from the talks - was taking its case for representation to the High Court yesterday.

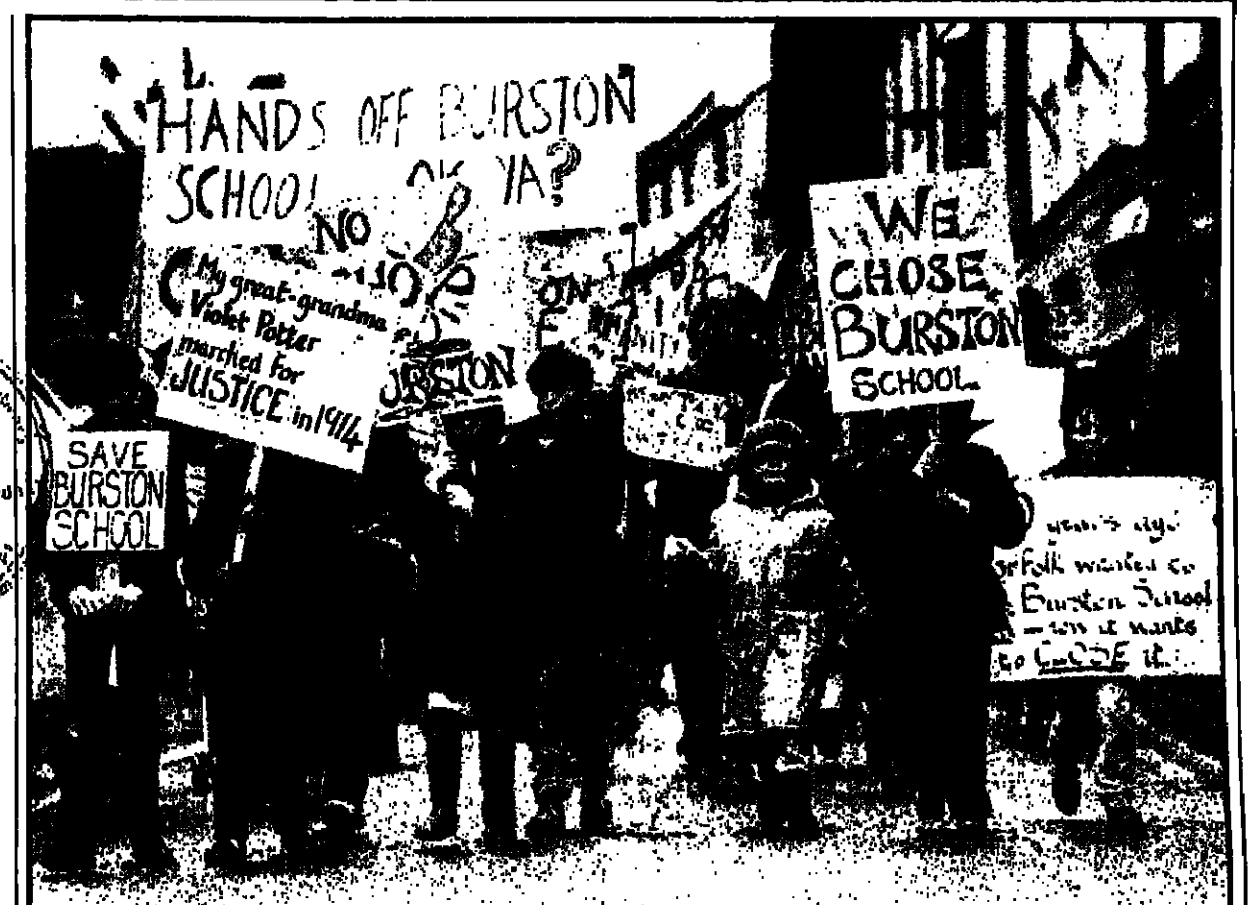
The union spokesman, has backed the NUT's claim that it should be present.

Liverpool City Council has warned teachers that payment of salary increases agreed in March may not be fully paid until June.

The authority blames a dispute in the treasurer's department but both the NUT and the National Association of Head Teachers are threatening legal action if there is no change of mind.

The NAS/UTW has warned of local disruption if negotiations fail.

NATFHE, the college lecturers' union, is also threatening the Labour-controlled authority with further High Court action over its failure to pay teachers and college lecturers when schools and colleges were closed during a day of action last March.



A new generation of children has been on the march in the Norfolk village of Burstton, this time to save their school from closure. The village children last 1914 to protest against the sacking of their much-loved headmistress and her husband, who had offended the landed establishment by their support for workers' causes. That protest, which resulted in the longest school strike, was led by young Violet Potter, whose four great grandchildren headed the latest generation of protesters.

The school, which has been threatened by the L.e.a.'s plan to close schools with rolls under 60. Busting to the nearest school, Winterton, is seen as dangerous because of narrow winding roads, and the other possible school, at Ditchingham, is full.

A family at war is the Price of election

by Barry Hugill

The undergraduate son of former Labour MP Christopher Price is standing in the May 5 ILEA elections as an independent Labour candidate.

To add to Mr Price's discomfort, Michael Price, 24, is standing in his father's old constituency of Lewisham West.

Labour workers in the area are putting a brave face on it but they are privately worried that some voters could be confused and vote for Michael in the belief that he is Chris.

Mr Price senior, now director of Leeds Polytechnic, was a popular figure in the constituency and could always count on a substantial 'personal vote'.

"It could be worse," said the embarrassed father. "He could, heaven forbid, have stood for the SDP." "He was a pupil at Forest Hill School in the constituency and hated it. He is standing in protest at the way the school used to be run. I'm sure Labour will win despite his intervention."

British Council on red alert

by Biddy Passmore

British Council offices throughout the world have been put on red alert, as fear mounts of reprisals against staff for last week's British-approved bombing of Libyan targets.

The Council, the main body responsible for teaching English abroad, has told all posts to take every precaution. Staff have been advised to vary their route home, to mount a security guard on all office doors and to search everyone who goes into the building.

The risks run by British teachers abroad have been starkly demonstrated by the deaths in Beirut of Mr Leigh Douglas, a lecturer at the American University of Beirut, and Mr Philip Padfield, director of the International House language school.

No London-appointed British Council staff are now working in Libya or in West Beirut, the two greatest danger spots.

The Libyans expelled the Council from the country in 1972 as 'agents of cultural imperialism' and British staff left Beirut in 1984 when the teaching operation was suspended. Only 10 local staff are now employed in Beirut to run its library.

But Council offices are still running normally in Syria, Jordan, Egypt, Israel and Iraq and employ 130 teachers on London contracts.

It is not clear if any British teachers or lecturers working for other organizations are still left in West Beirut or Libya. The Foreign Office has a breakdown of the British citizens still

defying its instructions to leave.

Mr Neville Townsend, the London-based supervisor of the Council's office in Lebanon, who returned to London at the weekend after a visit to Beirut, said he did not know of any British school teachers still working there. Nor was he certain how many of the 20 or so English language lecturers at the American University had left the country at the weekend.

Fears of reprisals against British staff abroad were renewed on Tuesday, when the Home Office announced that it was expelling 21 Libyan students because of their alleged involvement with terrorism. One of the 'students' is understood to be a teacher at the Libyan School in London.

NOTICEBOARD

PEOPLE...

Mr J R Atkinson, deputy county education officer, to be county education officer for Northamptonshire on the retirement of Mr Michael Henley in August.

Dr Bruce Davison of the School of Chemistry at the Polytechnic of North London is the national secretary of the Association of Polytechnic Teachers. Dr David Burin to be national chairman and Professor Tony Polinton to be national adviser.

Mr Michael Whittam, acting director (UK Child Care) of Save the Children Fund, to be chief executive of the Royal National Institute for the Deaf from May 1.

The winners of The Times Junior Journalist competition have been announced. The two winning class newspapers were the Locks Heath Globe, produced by pupils at Brookfield School, Salisbury Green, Hampshire and The

Manifest, produced by pupils at St Joseph's High School, Wilton, Cheshire. Individual winners were Lucy Dickinson, Kendalworth School, Antioch, the European School in Brussels; Bruce Pullen, King's School, Canterbury; and a special award was made to pupils at Waltham Forest School, London.

CONFERENCES...

April 26
Alternatives to Teaching - organized by Cambridge seminars at Queen Anne House, Cambridge.

Fee £28.75. Details from Cambridge Seminars, 4 Hawthorn Way, Cambridge CB4 1AX.

May 10
Oxford Society for Applied Studies in Education conference on the GCSE, a complete information package for parents, governors and teachers at Gillet's School, Henley-on-Thames. Speakers include Anthony Miller, HMI, Henry Macintosh, K Fitt and Tim Brighouse. Details from Gill Eastwell, 90 Pinewood Green, Iwer, Heath, Bucks SL0 0QH.

May 10
Urban studies and community education - a one-day conference in Hammersmith organized by the South East Region Community Education Association and Street Work. Details from Jane Knightsbridge, Community Education, Chestnut House, 398, Hoe Street, London E1 7NA. Tel: 01-521 4311.

May 15
Humanities options in the 14-19 phase, the case for integration, a conference for inspectors, advisors and advisory teachers with responsibility for humanities options. Details from Mr P Archer, Urban Base, Bordesley Centre, Stratford Road, Camp Hill, Birmingham B11 1AR. Tel: 021 771 4373.

May 17
Association for the Study of the Curriculum conference on Subject specialism and the primary school at Charlotte Mason College, Anfieldside. Speakers, Pauline Perry and Ralph McMillen, Fee £5. Details from Mr T Dickenson, 58

Millbrook Close, Wheelton, PR6 8JY. Please enclose a stamped addressed envelope.

May 19
The Selection of Headteachers, organized by the Institute of Education at the Institute of Civil Engineers, 1 Great George Street, London SW1. Speakers: John Booth, Peter Edwards, Derek Esp, John Lambert, Colin Morgan, Christopher Patten, MP, Ken Peach and Kit Power. Fee £57.50. Details from the Industrial Society.

May 15 and June 6
Two courses for teachers of junior and lower secondary school pupils at the Tower of London on Knights and Ladies on May 15 and on Tutors and Starbs on June 6. The courses will explore different approaches and resources for work on these topics both at the Tower of London and at school. Details from the Education Centre, Waterloo Barracks, Tower of London EC3N 4AB. (01-480 6358 ext 332).

June 7
The Quillett Microscopical Club is an international body of amateurs

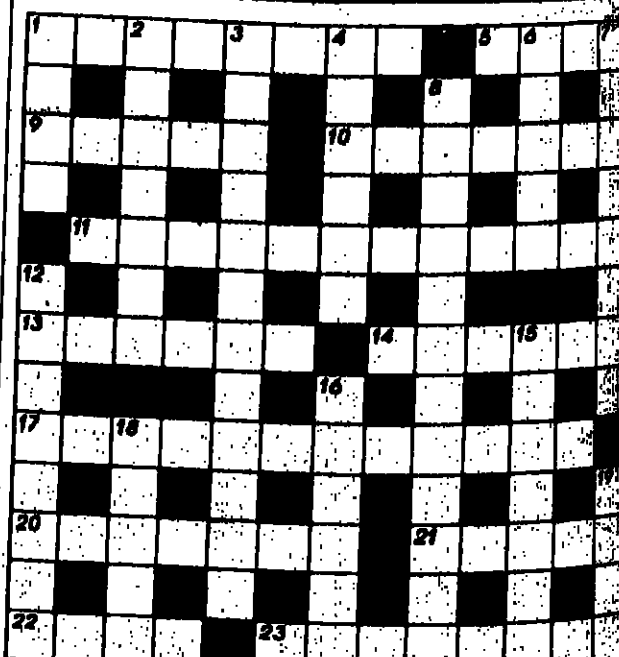
and professionals whose aim is to promote and advance the use of the microscope. The club is organizing a tutorial for primary school science specialists on specimen collection and setting up the microscope at the Natural History Museum, South Kensington from 11.30 am to 5 pm. Fee £1. Details from Mr A Dodge, 61 Pewley Way, Guildford, Surrey GU1 3PZ.

At Home
Informal English teaching sessions run by Hyde Quay and Linda Aldwinckle for wives of foreign businessmen and embassy staff, with little knowledge of English. The fee is £45 a day and courses run for ten weeks. A free open day is held prior to the start of the course. Details from Al Home, 105 Croxted Road, London SE21 8NR.

April 23
Royal Society of Arts Lecture by Correll Barnett on The audit of war Britain as an industrial society 1939-45 at 6 pm. Details from the Assistant Secretary (Lectures), RSA, John Adam Street, Adelphi, London WC2N 6EZ.

VOLUNTEERS...
Community Service Volunteers is looking for young people over the age of 16 to work with children in care, and elderly, disabled and homeless people. Volunteers get board and lodging plus £16 a week pocket money. Volunteers should work for a minimum of four months and no one is refused. Details from CSV, 237 Pentonville Road, London N1 9NL. (01-278 6601).

No 250 CROSSWORD by Riddle



Across
1 It enables one to take the standard (4)
2 A sound piece of work (6)
3 Put on one animal (4)
4 Set a cricket bat not to improve his (7)
5 Transport of de-light? (8,4)
6 It may provide a creek course for the full driver (6)
7 Unwilling to make up a piece of poetry (6)
8 For the example? (12)
9 Put a chip in for wins (4)
10 A wild animal but not a lion (10,6)
11 Standing order for printers (4)
12 Class includes group that might provide music (6)
13 Upwards of 101 meeting points (4)
14 Hippodrome live wild (7)
15 Spider intends to acquire personal wealth (7,5)
16 The length an association will go to (6)
17 Philosopher who got on with soldiers (5)
18 Installs of royalty in other respects (8)
19 What's the point? (12)
20 What's the point? (12)
21 What's the point? (12)

Down
1 It enables one to take the standard (4)
2 A sound piece of work (6)
3 Put on one animal (4)
4 Set a cricket bat not to improve his (7)
5 Transport of de-light? (8,4)
6 It may provide a creek course for the full driver (6)
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21 What's the point? (12)



Murdered teachers... Philip Padfield (left) and Leigh Douglas

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Has the penny dropped?

Important decisions will have to be taken in the next weeks and months which will determine the prospects for the next generation of students in higher education. All the signs are that the Government is going to have to retreat from unreasonable parsimony and dig into contingency funds for more money for the University Grants Committee and the National Advisory Body. In its present somewhat fragile parliamentary condition, the last thing the Government is likely to relish is the backlash from middle-class areas which would follow if otherwise eligible young people could not get places at universities and polytechnics. Not only would MPs share parental anxieties, but they would also voice the frustration of commerce and industry at the manifest absurdity of preaching modernization and economic renewal one moment and cutting back on higher education the next.

So the first point to make is that Sir Keith Joseph has some political weight on his side as he fights his corner. Now is the time to make a fundamental challenge to the long-term projections for higher education implied by the recent public expenditure White Paper. Hints earlier this week that the penny had dropped in the Treasury can only be regarded as an encouraging sign.

Even before the NAB began the first public stage of its allocation exercise on next year's money, Sir Keith had come up with an extra £23 million—but this was only half what the NAB said was needed to restore the unit of resource to last year's level and preserve the present entry opportunity. As expected, the NAB reacted with proposals for a string of cuts and mergers. These are now being contested by the colleges but they know that, unless more money is forthcoming from Sir Keith, these cuts will have to stand or others take their place.

Sir Keith's retort is to demand more efficiency from the colleges—that is to say, measures to make the focal authorities have already gone over the top on lecturers' pay, it is implausible to suggest that they

could achieve the heroic level of economies needed to bridge the £23 million gap. Nor is it reasonable to complain (as Sir Keith did) that the NAB proposals are premature. The NAB's open method of working (which is good) and the lead-time for the planning of courses and the recruitment and admission of students, makes it necessary to act now, not wait for the quite inappropriate timetable used for the annual settlement of the Government's contribution to local expenditure.

No doubt there will be some sort of compromise, but not before Sir Keith has been forced to be a bit more reasonable. But what is coming under increasing attack is the Government's glib belief that the way to make institutions more efficient is simply to cut their funds by two or three per cent a year and force them to live by their wits on less and less. This has been a central element in the planning forced upon the UGC by the Government. But now the report from Deloitte, Haskins and Sells, the accountants commissioned by the UGC to survey university finances, has provided powerful evidence of the precarious situation in many universities which are said to be teetering on the edge of bankruptcy. The accountants have only confirmed what vice-chancellors have been saying for years, and it may be that they and the UGC have been a bit slow in mobilizing a blue-chip firm of accountants to testify on their behalf. What is clear, however, is that any generalizations about improved efficiency and the elimination of waste will no longer wash. Further cuts are more likely to increase waste than eliminate it.

This will become a burning issue during the summer. Next month the UGC circulates the universities with details of their recurrent grant. The calculation will be made on the basis of two components—one for teaching and one for research. The committee will also identify the outstandingly deemed to be weak. What is still to be decided is whether it will actually show how the recurrent grant

itself is broken down. The universities are divided on this, with a predictable coyness in many quarters, but it is plain that the details will have to come out somehow (what else is *The Times Higher Education Supplement* for?) and it might as well be done with good grace.

The UGC letter in the third week of May will put the cat among the pigeons, but the full weight of its selective judgement will not be felt until September or later, when the committee will announce the provisional allocations for the following three years, which will carry on the trends implied in the May letter. It will be this exercise which paves the way for an overt gradation of universities and departments—a sort of league table with first and second divisions—and a painful recognition that, with the kind of resources the Government has so far envisaged, only a few institutions will qualify for the first division. It will also confront the Government with decisions to be taken about closures and mergers of universities and many more shutdowns of departments.

What immediately becomes obvious is that, between May and September/October, the UGC and all the allies the universities can muster, will put enormous pressure on the Government to find a lot more money. No doubt the process of consolidation and selective development will continue, but if closures and all the political protest these would generate are to be avoided, there will have to be significantly more money and bigger ideas.

The big question is whether the universities—and the polys, but in reality this is an argument about the universities—have touched bottom in political esteem and begun once again to move upwards. It is tempting to believe this has happened. The attitude of the CBI seems noticeably more realistic about Britain's need for education manpower, and there is less of the childish animus against the universities and all they stand for—which was widespread at the time of the Green Paper. The future outlook may be a bit brighter than it seemed a few months ago.

COMMENT

No nonsense for the Lords

If there is one thing the House of Lords will not stand for, it is being asked to rubber-stamp nonsense. Thus the Lords defeated last July, the Government's pathetic attempt to evade the poser on corporal punishment set by the European Court of Human Rights. They made it plain that it would be better for the practice to be abolished than to pass a Bill setting up separate registers of pupils who could and could not be caned. Now they have voted again to outlaw caning—and made it very difficult for ministers to ignore them a second time.

They seem likely to perform an equally salutary service over the Government's proposed division of responsibilities for the curriculum. It did not take their Lordships long to pick out this section as one of the greater pieces of nonsense in the Education Bill. "The articles of government shall provide for it to be the duty of the head teacher, in determining the secular curriculum for the school, to ensure that that curriculum is compatible with the policy of the authority or, where it is incompatible with that policy, with the policy of the governing body" (Clause 17(4)(b)(i)).

As the Conservative peer Lord Renton asked: "Who really will have the last word?" His question was dismissed as "a lawyer's point" by Baroness Young, the Government's spokeswoman on this occasion (a remark that stung another Conservative, Lord Mottistone, into pointing out that it was actually a management point).

As she waded further into her defence, two things became clear. The first was that ministers assume that head and governing body will be in

easy Conservative consensus against the (left-wing) education authority. The second was that the whole posterous set-up had been designed with no greater aim in mind than to keep subjects such as peace studies off the timetable.

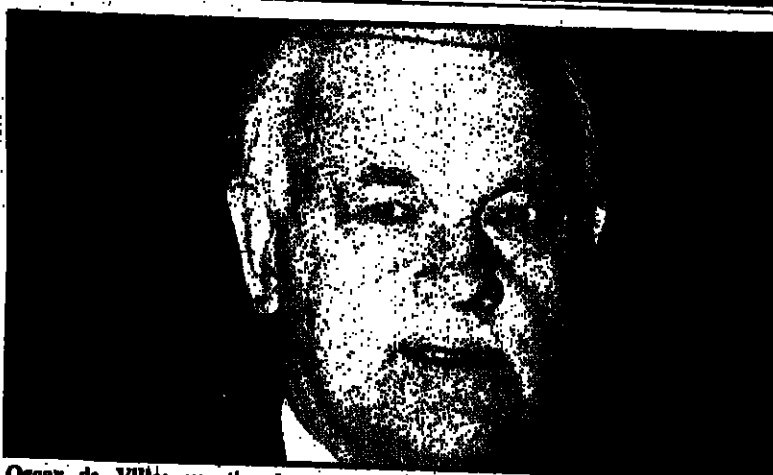
Ministers need not worry that the Lords are out of sympathy with their aim of protecting children from indoctrination. If anything, the Lords expressed more unanimous outrage over political bias in schools than they had over the muddled responsibilities for the curriculum. But they know that a protracted and possibly bitter power struggle at school level is not the way to tackle it. They called, instead, for an amendment to the wording of the Bill outlawing the biased teaching of politics.

But, even if a formula can be found, the central issue of responsibility for the curriculum remains. It seems clear that Clause 17 will have to be changed if the Lords are to swallow the Bill at Report stage. But how? Lady Young rejected out of hand Lord Mottistone's Haringey's amendment proposing that the local authority should have the last word. That leaves ministers with the intriguing possibility of leaving the last word with the governing body.

de Ville and blue sea

Mr Oscar de Ville's "review of vocational qualifications" has reached its predicted conclusions and it must now be highly likely that a new National Council on Vocational Qualifications will come into being at the end of this year or early next.

The members of Mr de Ville's team (which included representatives of the big vocational examining bodies) con-



Oscar de Ville: vocational seal of approval

sidered but eventually rejected the idea of a statutory framework. They ended up, however, by proposing a voluntary body funded initially by the Government, relying on the leverage inherent in its official appointment and its recognition by industry, the examiners and the further education system as a self-reformed "system" of examinations. Its main authority will come from its accreditation role—accreditation, note, not validation—as the organization whose seal of approval every recognized vocational qualification will require.

The emphasis throughout is on "competence", by which is meant three forms of examined capacity: relevant skills; relevant knowledge; and the ability to use the skills and apply the knowledge in performance. What this means in practice would, of course, depend on the level of the particular qualification. The authors of the report envisage five levels, the fifth being that of "professional qualification", and the first including such certification as is involved for the Youth Training Scheme.

with as much progression and flexibility built into it as the NCVQ can manage, is extremely attractive if tantalizingly incomplete. There is clearly a lot of work to do to turn this rationale into a fully-articulated system and the range of courses which have, somehow, to be reviewed and fitted into a coherent and intelligible pattern is very wide indeed. This is a case where it is easier to see the wood as a whole, than to work out exactly how the trees fit into it.

The long-term implication could well be very great. The decision still has to be made about which Secretary of State should be the sponsor, though everything points to the Department of Employment, whose agency, the MSC, had the main hand in the management of the de Ville review.

Taken with the MSC take-over bid for non-advanced further education, the move to complete Lord Young's manoeuvre. The local authorities and their colleges would henceforth look to him and the MSC. (Of course, if by the time the footwork is complete, Lord Young had taken parts of the DES under his wing, the question would

Second opinion

Time to get back on side

The following letter appeared in *The Times* on Wednesday from Sir Pile, Permanent Under Secretary of State at the Department of Education and Science, 1970-76.

Sir, It is usually best not to say anything, at any rate in public, about one's private feelings. Yet it is hard not to say anything about the "NUT" barred from pay talks and report yesterday of Sir Ronald Gould's death (he will not mind if this is only a passing tribute to his life and work).

In the early post-war years education service performed miracles in overcoming the physical damage the bombs and in producing the buildings and teachers needed for "bulge" in pupil numbers. Look back, I believe this was possible because, on all major issues, ministers of all parties, Civil Servants, authorities and teachers all saw themselves as on the same side, committed to doing the best they could in the rising generation.

Today, God help us, we are not helping each other. Teachers' space nor time nor to speak fully on why this is so, the contributory factors, in my view, first, the politicization of education issues that could be better handled without being politicized and second, the failure of the NUT to play a constructive role in the education service. It should play a role in the professional union in the education service. "NUT" barred from pay talks says it all.

The NUT are right to be concerned, but wrong to be obstructive by the question of teachers' pay. Teachers are indisputably badly paid. But the general malaise in the system will not go away simply by paying teachers more nor even by replacing the Secretary of State. A renewed affirmation is needed that, at the beginning and at the end of the day, education is for and about children and not about ministers, politicians, councillors, unions, trade unionists, inspectors, researchers, journalists etc.

All the partners in the education system should re-commit themselves to the service of the rising generation. The NUT could break the vicious circle of "all against all" and re-establish its traditional role of leadership by accepting that responsibility for national policies lie with Parliament, the Government and ministers of the day.

Let them not seek to act as if they were the Secretary of State. Let them argue and argue if they must, but let them not persuade, let them not sabotage. Let them show that they are more concerned than anybody else about the quality of their own professional performance, the achievement of their pupils, the concerns of parents, the worries of employers.

I believe the public would not take note, and no government could do so, of the grotesque under-payment of professional educators who were clearly ready to rededicate themselves in this way to the service of the young and the interests of the nation.

Yours sincerely,
William Pile

no comment

"It is therefore imperative that if a child does come to school with a playmate that he is able to take them out of the PE, games or swimming and also take safe place to keep them."

Students at teacher training colleges could soon find themselves spending a year studying at a nearby university under new collaborative arrangements being hammered out by neighbouring institutions.

The arrangements are being put together in haste as the pruning knife of the Department of Education and Science hovers over the tangled undergrowth of teacher training.

Any day now the Government will pronounce on the shape and pattern of initial teacher training until the end of the decade, in proposals that seem certain to signal the death of five or six colleges or departments.

The pronouncements are awaited with trepidation by those institutions who fear the worst, and with curiosity by all who have followed the convolutions behind their emergence.

The job was taken out of the hands of the National Advisory Body, which advises the Government on public sector higher education, when it came up with proposals which involved the closure of just one college.

Sir Keith Joseph instructed it to come up with new, more ruthless, proposals by Easter this year, but NAB refused, arguing that teacher training could only be sensibly reviewed in the whole context of public sector higher education, which would take more time.

Sir Keith then handed the exercise over to his civil servants, whose deliberations have been conducted behind firmly closed doors in Elizabeth House. "The most secret exercise in public education planning I've ever known," one observer said.

What is certain is that the proposals will be for far greater rationalization of primary training than NAB was prepared to offer.

The Government is about to decide whether to remove control of the vocational examination system from the Department of Education and Science. It may hand over the responsibility to the Manpower Services Commission.

The possibility of such a transfer became apparent this week when the MSCDES-run working group who have drawn up plans for the nationalization of the vocational qualifications structure sent its report to ministers. It says that the national council to be set up to run the system should be responsible to a Secretary of State but deliberately avoided saying which one.

An MSC spokesman told *The TES*: "This is now very much a matter for ministerial decision."

The review group, drawn from industry and education, including the examining and validating bodies, was set up by the MSC with DES co-operation a year ago at the joint request of the Education and Employment Secretaries. It was chaired by Mr Oscar de Ville, a leading CBI member, with Dr George Tolley, an eminent educationist now on the MSC payroll, as its chief officer.

The review group's recommendations, likely to be approved by the Government without delay, are aimed at securing sweeping changes in the style and content of vocational education as well as in the structure.

As reported in last week's *TES*, the document proposes the establishment of a single, multi-level national vocational qualification to replace all the existing awards. Assessment will still be carried out by the examining and validating boards, professional institutions, and industry training organiza-

Waiting for the axe to fall

Hilary Wilce looks at the future of initial teacher training as colleges brace themselves for Government plans expected to bring a major reorganization

come up with new, more ruthless, proposals by Easter this year, but NAB refused, arguing that teacher training could only be sensibly reviewed in the whole context of public sector higher education, which would take more time.

Sir Keith then handed the exercise over to his civil servants, whose deliberations have been conducted behind firmly closed doors in Elizabeth House. "The most secret exercise in public education planning I've ever known," one observer said.

What is certain is that the proposals will be for far greater rationalization of primary training than NAB was prepared to offer.

The DES also wants to see concentration of all kinds of provision in the larger, cost-effective institutions which can both respond flexibly to changing needs, and offer the science and technology base favoured by the Government.

It also has a preference for post-graduate courses, at least for secondary teachers. Both the White Paper, *Better Schools*, and the criteria of the Council for the Accreditation of Teacher Education have emphasized subject knowledge—"Sir Keith," as one trainer put it, "favors the traditional model of a teacher. He's the one who knows things, and knowing things is guaranteed by having a degree."

However, mergers are the more acceptable face of closures, especially in a run-up to an election and when public opinion is already exercised by the prospect of polytechnic cuts and university closures.

A new kind of arrangement, exemplified by plans now being worked out by Charlotte Mason College, in Cumbria, and Lancaster University, and by North Riding College of Higher Education and Leeds University, are known—as one participant put it, "to be viewed most favourably by the very highest sources in the DES".

Under these plans, which vary in structure although not in principle, students will spend a year out of

college at university, studying their main subject and other general courses.

The arrangements could be the salvation of some threatened institutions. Both Charlotte Mason and North Riding colleges are small institutions which only do teacher training, whose names have been on and off hit lists for years.

Other threatened institutions could also be reprieved by plans for mergers. Hertfordshire College of Higher Education, which was scheduled for closure by NAB, is moving towards a merger with Hatfield College, Rolle College and the College of St Mark and St John in the south west are pinning their hopes on a complex, long-term collegiate plan with Plymouth Polytechnic; Newman and Westhill Colleges in Birmingham are already viewed as one for the allocation of places, as are the West Midlands Institute of Higher Education and Wolverhampton Polytechnic; Bishop Grosseteste College in Lincashire, is strengthening its links with Nottingham University.

County in race probe

The Commission for Racial Equality is launching a formal investigation into Nottinghamshire County Council following allegations of discrimination against black pupils.

A black parents group—called Ukaido—claims that black children have been suspended or excluded from school in disproportionate numbers. White children have not been given the same treatment, they say.

The CRE expects that the investigation will take about a year. This is the second investigation of its kind carried out by the commission. Last year it published a report on suspensions of black children in Birmingham education



Back to the future... a time capsule has been planted on the site of a primary school being built in east London. The capsule marked the beginning of work on Wellesboro Square, Whitechapel. Doing the honours were Mrs Margaret Morgan, who chairs ILEA's development sub-committee, with the help of pupils from neighbouring Whitechapel Church of England primary school who have been working on the capsule.

Parent ends hunger strike

Hunger striker Fred Francis has decided to give up his last fast for Llandin-hangel at Arth primary school in Dyfed was reprieved by the education authority last week.

Mr Francis, who has four children at the 14-pupil school, had been on hunger strike for a week in protest at its threatened closure because of the county's policy of reviewing the future of schools with fewer than 16 pupils.

Cash boost likely for HE

by Hilary Wilce

Signs are growing that the Government will free more money for higher education next year.

Speculation about the closure of universities and cuts in polytechnic courses is alarming ministers, already deeply concerned about the growing public outcry over the state of the higher education.

Last week Mr John McGregor, Chief Secretary to the Treasury, was questioned in the House of Commons by backbenchers about low levels of higher education spending.

He is reported to have told officials that education is now a top priority for the Government.

The report also said that the Government had been handed to Sir Keith by reports that a number of universities might have to close to meet the level of spending cuts being demanded by the Government.

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Pupils enjoy a programme that helps them think

by Geraldine Hackett

Schools trying out the American thinking skills programme known as Instrumental Enrichment, report that it has helped pupils to be less impulsive. More than 20 education authorities are experimenting with such programmes which are based on the work of Professor Reuven Feuerstein, an Israeli psychologist, who believes it is possible to improve a child's potential for learning.

The largest project, in Oxfordshire and Somerset, is funded by the Department of Education and Science. Dr Nigel Blagg, senior educational psychologist and evaluator of the programmes in four Somerset secondary schools, told a one-day conference organized by the School Curriculum Development Committee, that the fourth and fifth-formers, on the course since September 1983, had enjoyed the novelty of the work. The programmes combined visual and verbal work, and involved a high level of interaction between teachers and pupils.

A noticeable result was that pupils developed a more logical approach and became less impulsive. Children also picked up more vocabulary. Teachers taking these classes said it had helped them with their own thinking processes.

The programme had drawbacks which were due to the abstract nature of the material, Dr Blagg said.

The material itself had faults - the graphics are poor. In Somerset, new materials are being developed, partly to improve the quality of the drawings, and partly to make the programme more relevant to the needs of the education officer, said he detected increasing enthusiasm for thinking skills programmes.

Teachers and advisers attending the conference agreed to form a policy group to maintain links for further discussion on thinking skills.

Dartington Hall: hoping for a radical rebirth

by Virginia Makins



Brian Nicholson: plans for a more challenging and affordable school

News that Dartington Hall, the famous progressive school in Devon, is to close down after a series of scandals and bad publicity has been somewhat exaggerated.

The intention of the trustees, and of Mr Brian Nicholson, who took over as head just a year ago, is to turn Dartington into a "more challenging and affordable school".

Last week, parents were shocked to get a letter from Mr Nicholson saying that it was no longer possible to continue the school in its present form. Students on exam courses, however, would be able to stay on to complete them, he said. In fact, almost all of the 30 eligible students are now planning to return in the autumn.

The school is closing in its present form because recruitment, especially to the sixth form, has not survived the succession of public shocks of the past two years.

First, in 1983, a newly-appointed head, Dr Lyn Blackshaw, publicized the level of drugs and petty crime among some students at the school, then resigned after nude pictures of his wife were discovered by the Press.

The school's supporters believe that that crisis might have been ridden out. But it was impossible to recover from the death of a student in 1984 after a nude swim in Dartington's river.

In the past two years numbers have dropped from a marginally viable 200 to 100, and the school has been costing the Dartington Trust more than £25,000 a year.

The parents were shocked by the closure announcement, however, they corner and was on the way to recovery.

Mr Nicholson had been emphasizing that freedom does not mean doing what you like. There has been sustained campaign against smoking - still not forbidden, but now restricted and vehemently opposed - and a

compulsory programme of physical exercise has been introduced.

But for some years the Dartington trustees have been searching for a new way of implementing the progressive intentions of the 1920s in a positive and forward-looking way.

Their hope now is that in the next two years Mr Nicholson and the remaining staff - together with the other educational enterprises on the Dartington estate, the College of Art, the Technical College, and the Devon Centre which runs in-service training - will be able to put forward a concrete plan for a much more radical school.

One option could be to return to the original 1920s idea of a mixed-sex boarding school, but this would not only be a valuable educational, but also reduce the costs of the school.

There is also a possibility of building on the experience in art and design and

electronics and computing in the other Dartington colleges, and specializing in art and design courses for 16 to 19-year-olds.

For all its progressive intentions, Mr Nicholson says that Dartington has for many years been offering a "conventional grammar school curriculum".

He believes that the crisis in education will favour radical solutions. More and more people are realizing the damage done, even to academic children, by an over-academic education, he believes, and would welcome a professionally planned alternative.

Mr John Watts, chairman of the school's executive, believes that a new co-operation between Dartington ventures, a practical scheme will emerge.

But, he says, "the question remains - will the ghosts from the past have a long-term haunting effect, or will it be possible to recruit students to a new Dartington school?"

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Curried egg

Mrs Edwina Currie, right-hand woman to Sir Keith Joseph, was down surprisingly well at last weekend's National Association of Head Teachers' conference of 10 years' education. She expressed herself "an unadorned lap of nursery education". Her audience well-informed, largely female, beginning to think she might be good egg after all.

Until, that is, somebody asked why there were no extra resources "stated children" in many schools. Mrs Currie's smile disappeared. There was a wince of exchange with Jan Leake, the chairman. "I'm sorry," she began, to her audience brightly, "I have heard the expression 'stated children' before".

Then, hearing the rising murmur of hilarity and disapproval, she went on to say: "Education is bedevilled by jargon. I know what you mean, you mean disabled children." Oh dear, oh dear...

Headless body?

Could the end of the National Advisory Body be nearer than anyone thinks? Application forms for the job of director-general of the British Council (£88,000 pa plus compulsory foreign travel), have been spotted at the person of Christopher Bay, chairman of the NAB board.

Lemon drop

Students at three American universities, pondering that response to President Reagan's proposal to cut \$1.8 billion (£1.1 billion) from student aid programmes next year, have come up with that answer: a lemon.

More precisely, 13,000 lemons, each of which will be signed by a student from Southern Illinois University, the University of Illinois Urbana-Champaign, or the Los Angeles City College, will be criss-crossed and sent to the White House.

The idea is symbolic, they say, of the "sour deal" being given to higher education by the Reagan Administration. Thus far, there is no news from the White House on what will be done with the lemons. Unnamed sources are denying reports that they will be passed on to Colonel Gaddafi.

Library withdrawal

The TES is feeling quite pink with embarrassment this week. The reason: a fulsome tribute from the Labour Party.

As readers who live in Hackney may know, local libraries have, at NALGO's behest, been banning *The Times* from their shelves. That includes the non-Wapping TES as well as the Wapping Times. The action has brought a rebuke from Labour Party headquarters, which says it interferes with the public's right to know.

A party spokeswoman was especially incensed at the notion of banning *The Times*. "The national executive never included that in any boycott," she said. "It is an honourable educational publication."

Gold strike

Teachers who despair of getting a decent pay rise might try the tactics of their colleagues in Bolivia. A series of nationwide road blockades and strikes in their support has apparently produced an agreement by the Government to award an eight-fold pay increase.

Acronym

Wyke, of which he became head in 1961, has less than 5 per cent Asian pupils on roll. At Drummond the figure is nearer 35 per cent.

Drummond's former head, Mr Ray Honeyford, took early retirement last Christmas after a 20-month campaign by some parents to have him removed following articles he wrote critical of the County Council.

ILEA secondaries under attack for exam record

by Barry Hugill

Examination results for pupils in inner London secondary schools are almost a third below the national average, according to survey published by the National Council for Educational Standards.

In authors, Dr John Marks, Lady (Caroline) Cox and Macle Pomlan-Szednicki, say that pupils at the majority of ILEA schools are getting a raw deal - even though the authority spends 40 per cent more on its pupils than other L.E.A.s.

The survey, based on the 1981 and 1982 examination results of 47,000 ILEA pupils, shows that up to the age of 14 most are doing well but that by 16 they have fallen 30 per cent below the national average for passes at O level, and CSE.

Using a limited form of adjustment for social background and ability, the survey concludes that the O level passes for above-average ability ILEA pupils are about 27 per cent below the average for pupils at grammar schools in England and about 10 per cent below the average for pupils in grammar schools in socially deprived areas.

For average and below-average pupils, the results are about 43 per cent

below the average for pupils at second modern schools in England and about 26 per cent below the average for pupils at secondary moderns in socially deprived areas.

Results for pupils at ILEA voluntary schools are much better - by about 21 per cent for the most able students, 37 per cent for those of average ability and about 47 per cent for the least able. At some ILEA schools, pupils do as well as anywhere in the country and at other schools the results are disastrous. But too few parents know which schools are doing well and which are not, say the authors.

They quote a 1980 HMI report which laid the blame for poor performance on bad teaching, low teacher expectations of pupils and mixed ability teaching.

Dr Peter Mortimore, until recently ILEA's director of research and statistics, said that the report was "judicious" and that it ignored the most recent research findings.

"The 1984 Government study of exam results found that ILEA pupils performed better than average. The NCES research is based on old data and its findings are invalid," he said.

Drummond head named

The new head of Drummond Middle School, Bradford is to be Mr Leslie Hall, head of Wyke middle school in the city.

Mr Hall, 32, is expected to take up his new post in September. A teacher for 28 years, he worked previously in Leeds and Bradford and as an advisory teacher with the old West Yorkshire County Council.

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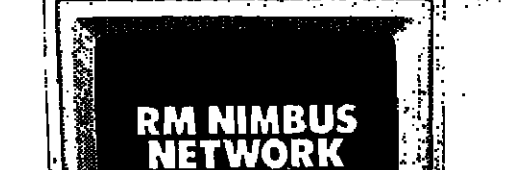
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Demetri Argyropoulos: galvanizing dormant Conservatives



Bubbles Polys: never lect the waverers

With the first-ever direct elections to the ILEA less than a fortnight away, *TES* reporters joined candidates from each of the three main parties to find out how they go about campaigning in a poll solely about education

Bubbles bursts with conviction

Can anybody who insists on being called Bubbles (and try calling her anything else) expect to get elected? It's not as though Mrs Polys is bubble-y. Effervescence and frivolity were not what stood between the citizens when they opened their doors one evening last week. But, my word, conviction did with concern about schooling and a certainty that only

LABOUR

Labour could be trusted to get on with it.

We set out from a tall house in a hilly street in what some residents call Old Hampstead. The drawing room (it has to be with a baby grand in the corner) shades off into an office. Plenty of Gallimard and Hachette on the shelves lesson the surprise of hearing fluent French from the depths of the house.

But this is no Hampstead caricature: for no Michael Foot, Kingsley Amis or TV familiar opened any door to us. Indeed, the first assault was on a

pre-war council block, four storeys of red brick. From across the road George Orwell - his head sculpted into the stonework of what was the bookshop he worked in - watched us go in. The stairs were dark and miserable but the resolve of Bubbles admirable. Brisk, direct, succinct: "Local Labour party - May 8th elections - can we 'Borough and ILEA?' 'What's the difference?'"

Ah, that mellifluous acronym so useful to us in the trade which threatened to raise many a threshold into a tumble. During the next three weeks. The explanation was patient and brief. The lady at the door nodded. She would vote Labour for both.

The next threshold, however, came the demolishing answer. Then, tossing a charitable straw of hope, "but my wife might..." She came to the door, uncertain. Pamphlets were left, she would be visited again, Bubbles assured. "Never neglect the waverers."

About schools and education there was little curiosity. A pity because Bubbles was anxious to emphasize that it was as a parent, not a politician, she was knocking on their doors. Only after years of fund-raising in the PTA leading to parent-governor status did she join the Labour Party "because it's the only political party which supports comprehensive education for all."

"But schools are where her heart is. She is a governor at Hampstead Paroc-

hial School, joint chair of the PTA at Hampstead comprehensive where her two children go and a founder member of ALFAG, the All London Parents' Action Group.

How many other candidates, on discovering that a young man at the door was a student at the London College of Furniture, could point out it capital where you could still learn to tune a piano?

Only a door or two away, Gillian greets us with the same whoops of delight. She's the branch chair, asks us in, offers a drink which Bubbles refuses but instead, begs a tissue.

Both are struck by the same phenomenon: at the last elections there was plenty of SDP support. Moreover, their candidate for the district is Anne Sefer, columnist for *The Times* and *The TES*, who was a Labour councillor then defected, stood again under her new colours and won the seat.

Where are her champions this time? In South End Close and Parliament Hill that night the aspiring Labour candidate Mrs Bubbles Polys did not meet one.

Bert Lodge

Liberal dose of apathy on the doorstep

The preliminary SDP candidates' list for the ILEA elections had one George Clark under the Bow and Poplar constituency in London's East End.

But if you ring him, you find he is not a candidate after all. He would like to be but is not. The Liberal Party is so strong in Tower Hamlets that it is fielding all four Alliance candidates in the borough's two constituencies. And in what might be regarded as Labour's heartland, the Liberals are confident of winning two seats.

Part of the reason for that buoyancy

ALLIANCE

is a local Labour Party split between old-guard right and new left. But the Liberals have been establishing themselves as a powerful community force for some years. They now have 19 out of 30 seats on the borough council. On May 8, they have high hopes of taking control.

Brian Williams, one of the party's ILEA candidates, was once the original Liberal in Tower Hamlets, the Labour monopoly on the council in

1978. A teacher at a Redbridge girls' grammar school, he first moved to the borough 13 years ago and now lives in a pleasant Georgian Square which is being rapidly gentrified.

It is, however, the large council estates in the north of the borough that provide the Liberals' staunchest support. Residents on the Rawwell Estate canvassed on a Tuesday evening were overwhelmingly Liberal. They were also overwhelmingly ignorant of the fact that May 8 brings elections to the ILEA as well as the borough.

Mr Williams is not surprised. Local elections produce only a 40 per cent turnout. With an elderly population, many of whose children have left home, elections on education are unlikely to arouse much local feeling.

In any case, the local Liberal Party makes no distinction between the two campaigns. Three out of the four ILEA candidates, including Mr Williams, are also standing in the borough elections. The exception is a Bengali parent in Stepney who is up for the ILEA alone.

On the doorsteps, the lack of interest in education, even among couples with small children, is clear. Few voters admitted to knowledge of the ILEA elections, and few would venture an opinion on them.

Two women felt that education standards had dropped since the grammar schools had gone. This was an awkward one for Mr Williams, who came clean on Liberal policy. "ILEA's fully comprehensive now," he said firmly, "and that's not going to change." He was happier with the stress the pair placed on smaller schools - a sound Liberal theme.

But the abiding message is that the inaugural poll for Britain's first directly elected education authority will cause little stir in Tower Hamlets.

Biddy Passmore



The lonely search for voters

As he plods around the streets of south London, in search of voters, Demetri Argyropoulos is living proof of the loneliness of the long-distance ILEA candidate.

Mr Argyropoulos is the Conservative choice in one of the most touch-and-go constituencies for the Tories anywhere - Dulwich.

So, in the first election in modern times solely to concern education, what happens among the leafy groves south of the Thames will be of interest. Dulwich is politically schizophrenic. In Dulwich village you might think you were in Kent or Sussex. Further north is a traditional Labour heartland.

Mr Argyropoulos could be described as well to the left of the Conservative Party.

For the past few weeks he has been commuting from his home in Surrey to

CONSERVATIVE

knock on the doors in Dulwich almost nightly.

With fierce London borough elections in progress at the same time he is finding a single-issue campaign a low priority.

Mr Argyropoulos is concentrating on galvanizing dormant Conservatives in the polling booths on May 8, rather than canvassing Labour-held areas.

Even in highly-educated Dulwich, few people seem aware that an education election is going on. The only people to attack the ILEA were two people in the road who worked for it.

One old man looked completely blank. "I'd put him down as not one of us under any circumstances," said Mr Argyropoulos, placing a coded mark on his canvassing sheet glumly.

It turned out to be the full-blooded Conservatives who pose the biggest danger to the Tory election campaign in Dulwich, though.

As Mr Argyropoulos was handing a leaflet to the lady at number 184, a curious man in a crash helmet looking like Darth Vader on a bad day, stormed up the garden path. "Who are you? Get out!" he bellowed - and marched the hapless candidate off the premises. It was Mr Church - the only man in the street who was a paid-up member of the Conservative Party.

Mike Duchen

The National Union of Teachers will ballot secondary school members on a boycott of GCSE teaching only if further talks on funding and planning the new exam prove fruitless.

The union says that discussions in the next few days with Department of Education and Science representatives could offer a positive way forward.

DES officials are also keen to stress that the door has not been slammed shut on the union - although Sir Keith Joseph repeated that the exam would not be postponed when he met NUT representatives nine days ago.

The NUT conference at Easter not only backed the union's refusal to take part in training and preparation but called for a boycott of GCSE teaching next term and the continuance of O level and CSE syllabuses until the new exam was adequately planned and funded.

Mr Doug McAvoy, the NUT's deputy general secretary, said: "We are not talking about discussions that will go on over months. They can be done within the space of two or three weeks. We hope the outcome will be addition-

al resources and better planning."

The NUT would continue to argue for postponement but hoped the talks could provide a consensus on what was needed before the union met Sir Keith once more. "For the moment, the action that is involved in the conference resolution stands deferred."

The union's executive had been advised that some authorities might judge a refusal to teach GCSE syllabuses as a breach of contract, Mr McAvoy said.

In addition to meeting the NUT, Sir Keith is due to see a delegation from the Association of County Councils to discuss the financial problems that the GCSE will create for them.

Their leaders will press for more money when they meet him next Wednesday. The ACC says the GCSE will cost each of its 45 member authorities an average of £1.2 million to introduce.

Sir Keith has also been urged to provide more cash by the National Association of Head Teachers, which says £105 million is needed for books, material and equipment over two

by James Melkile

years, compared with the present commitment of £20 million.

NAHT general secretary Mr David Hart has asked to meet Sir Keith, saying that if extra money is not available the exam should either be postponed or run in tandem with O levels and CSEs so that under-prepared schools can be given an extra year to get ready.

The Secondary Heads Association has also repeated calls for the exam's postponement. General secretary Mr Peter Snape warned that disadvantaged children in inner cities would be even worse off if the exam went ahead because their schools would not be prepared.

He said that the parallel system suggested by the NAHT, running O levels and CSEs alongside GCSEs for one year, would be a disaster because members of the public would tend to "trust" the existing exams and thus help give GCSE a second-class status even before it had been fully introduced.



Doug McAvoy: seeking extra resources for the GCSE

Bristol tries to change its 'toffee-nosed' image

by Hilary Wilce

Bristol University is throwing open its doors to sixth-formers in an attempt to widen the social mix of its students.

The university has long been known as a haunt of Hooray Henrys and Henriettas. Most of its students come from the south, almost all are white, and a high proportion come from independent schools.

In addition, many pupils and teachers believe that only applicants who list Bristol first on their UCCA form will be considered.

"We have a reputation for being 'toffee-nosed' and not interested in people who are black, or brown, or who have a northern accent," said Mr Don Carleton, university information officer. "These preview days are designed to signal the sort of university we really are. We are interested in good students wherever they come from."

Unlike traditional university open days, which tend to emphasize research achievements, the preview days are designed to show sixth-formers how subjects are taught at undergraduate level. There will be lecture programmes and the student union will be open to visitors.

The preview days are tomorrow (April 26) and next Wednesday (April 30). All schools in England and Wales have been contacted about the events.

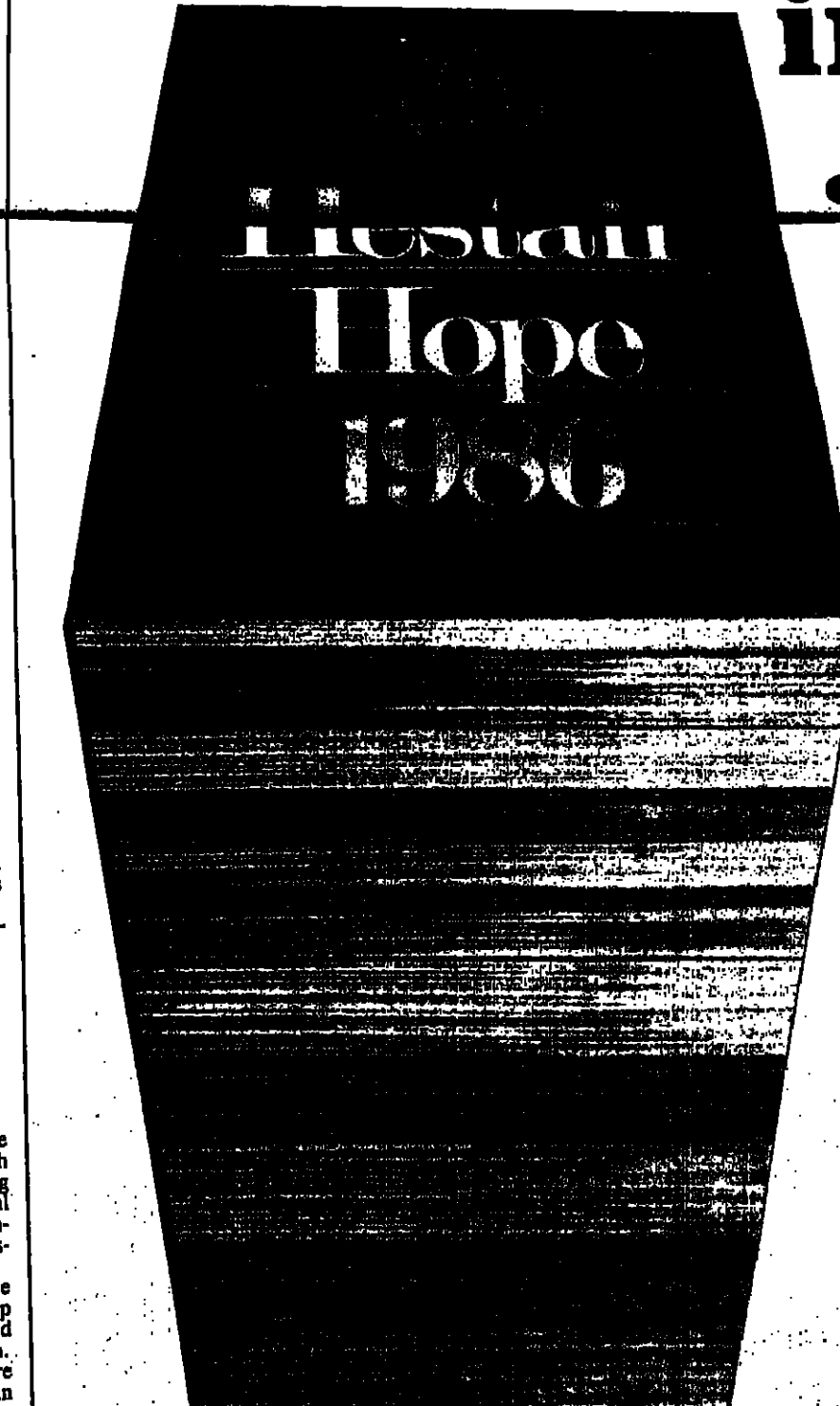
Body search by Customs spoils trip

An exchange trip to France by the Wirral Youth Orchestra ended with the 65 members of the group being subjected to a five-hour physical search in the early hours of the morning by Customs officials at Portsmouth.

The group, which includes some children as young as 10 and others up to age 23, is drawn from pupils and ex-pupils of schools in the Wirral area. Customs and Excise officials are believed to have been acting on an anonymous tip-off, but nothing was found among the group.

Mr Anthony Ridley, the orchestra's conductor, said: "As far as I'm concerned that could have been a malicious attack by someone with a warped sense of humour. It was an unpleasant end to an otherwise highly successful trip."

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NEWS

Mike Durham and Geraldine Hackett report on a week when education came a close second to the Libyan crisis in capturing politicians' attention

Caning setback poses dilemma on Bill's progress

The Government faces a dilemma over the progress of the Education Bill following a narrow defeat last week in the House of Lords on the issue of corporal punishment in schools.

Peers voted 94-92 during the Committee Stage of the Bill to approve an amendment outlawing use of the cane. Ministers now have to decide whether to try to reverse the caning ban when the Bill reaches the Commons, probably in late May. There is a distinct possibility they will choose not to oppose the decision. For if they did, the entire Bill would have to return to the Lords. The Government is keen to avoid unnecessary delays on the Bill's progress, which was originally not considered controversial.

At the same time, the Government would then still have to face the task of persuading the Lords to vote against abolition. Either way, it may have to accept defeat on the issue.

Ministers have already ruled out any attempt to reverse the decision during the Bill's remaining stages in the Lords. It is expected to get its third reading on May 19.



Andrew Bennett... more open debate

At present, intensive behind-the-scenes lobbying is in progress on the proposed division of powers between heads, governors and I.C.A.s over control of the curriculum and school discipline.

Opponents of the Bill say that it stands it could be confusing and self-defeating. On the curriculum, governing bodies would have to consider the I.C.A.'s policy but, with the head's agreement, could depart from it.

Peers from all sides of the House expressed concern last week about the wording of the Bill. However, the Government is understood to be ready to stand its ground.

Meanwhile Labour has asked the Government to use a special procedure involving "select committee" hearings when the Bill reaches the Commons. The procedure was last used during the progress of the 1981 Education Act.

It would allow an all-party committee of MPs to cross-examine interested parties and pressure groups before they considered the Bill clause-by-clause in detail. Labour has asked for three hearings of two-and-a-half hours each to be set aside for it. Mr Andrew Bennett, Labour's education spokesman, said: "It would be a chance for need for a lot more light to be thrown on the issues raised by the Bill."

Labour hopes that, by airing some of the issues in the Bill, all-party agreement can be found and the exhaustive process of clause-by-clause scrutiny reduced. Some of the intensive clandestine lobbying over the division of powers between heads, governors and I.C.A.s would be brought into the open. However, Opposition parties are unlikely to back down on controversial issues such as corporal punishment and teacher appraisal.

Labour is believed to be anxious to introduce a code of conduct for serious disciplinary offences, to prevent a recurrence of disputes such as that at Poundswick High School.

Conferences

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Sir Keith remains unmoved

For two and a half hours on Monday, Sir Keith Joseph sat in complete silence while furious argument over his education policies washed around him.

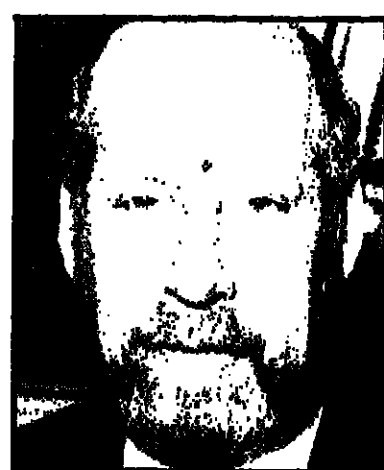
In the Commons the Liberals tabled a motion to reduce his salary by £1,000 - the traditional terms of a motion of no-confidence in a Government minister.

It was a chance for each party to air its shopping list of education policies, level abuse at the other side, and throw out statistics from HMI reports like sparks from a Catherine wheel.

Mr Clement Freud, Liberal spokesman on education, accused Sir Keith of poor leadership, incompetence and insensitivity. He cited Government policy, from the teachers' pay dispute to corporal punishment, as if he was holding up for display a tattered school record of achievement.

Most of his venom was reserved for what he called the destruction of the partnership between Government, teachers, I.C.A.s, parents and pupils. The Government had lost the confidence of parents and covered it up with the "smokescreen" of vouchers and Crown schools.

In an uncharacteristic display of solidarity, Labour spokesman Mr Giles Radice took up the hue and cry accusing Sir Keith of trying to have it both ways on spending and standards.



Clement Freud

"The plain truth is that they (the Conservatives) have failed on education. Our schools do not have the level of resources for the job that we are asking them to do," he said.

But while the Liberals listed their programme for education, Mr Radice wisely refrained from setting out Labour's exact agenda.

As Sir Keith with head bowed, Mr Radice called for his resignation. "I do not believe that, when parents are so concerned, schools are in such crisis

and education is a top priority, we afford a lame duck Secretary of State. With Sir Keith silent, it fell to Minister of State Mr Chris Patten himself a candidate for the top job-leap to the Government's defence.

He claimed the Conservatives spent more, changed more and achieved more in the past 7 years than any of the other side.

Sir Keith had endured more than his share of slings and arrows and his tribulations with forbearance and civility. "Compared with all that, today's preposterous motion is but a minor irritant," he declared.

A Conservative amendment giving the Government was carried. Sir Keith's £1,000 is safe - at least until autumn reshuffle.

Mr Radice said he was "absolutely certain" that talks on teachers' pay would not succeed without the National Union of Teachers at the Assembly talks.

But, he said, the issue of pay was settled first before the issue of teachers' duties could be tackled.

The new GCSE was no educational fad or whim, and the Government was not guilty of rushing it through. Mr Patten told the Commons in a debate on the new examination last week.

He was replying to a Labour charge that the examination for a year

Education to the fore

Promises of better education provision for the new Labour campaign. Freedom and Fairness.

This week's launch revealed a major change of style with bright posters and new badges and a new slogan: Putting People First.

Labour's leader, Mr Neil Kinnock, said the change of gear was designed to show a party that was "overcoming its cynicism" and expressing effectively its belief in the modern welfare state.

On education, the party made specific commitments to establish nursery provision for all families that wanted it and an education ombudsman to deal with parents' complaints.

The party's political broadcast echoed the concern about education, promising greater investment in schools and proper provision of books and equipment. The need for small classes and more individual attention for children was stressed.

Labour is spending £100,000 on its new image-building package, following on from its jobs and industry campaign which stressed the need to cut the queue.

Cuts sentence buildings to decay, alleges MP

Capital spending restrictions are leading to a disastrous deterioration of school buildings and seriously affecting children's education, the Commons Select Committee on Education was told this week.

Mr Martin Flannery, Labour MP for Hillsborough (Sheffield) said Government cuts, which he claimed were of 50 per cent, with worse to come, were "absolutely shocking and almost unbelievable."

The Committee was hearing evidence from DES officials on Government spending plans in the 1986-87 Public Expenditure White Paper.

The situation was aggravated, he claimed, by the fact that primary school rolls were set to increase by the end of the decade, yet there had apparently been no provision for extra capital spending to upgrade buildings.

"More money is needed, not less. Most I.C.A.s have got their schools mothballed - they have not got rid of them. More expenditure is bound to be needed but less is provided for," he claimed.

DES accountant general Mr Nick Stuart, who led the departmental

team, said, however, that the figures did not necessarily show a savage cut in capital allocations because they did not take account of local authorities' spending of capital receipts.

Authorities are entitled to spend 10 per cent of the income from selling of surplus land and property. Mr Stuart said it was impossible to predict how much would come from this source.

The Department believed that capital allocations had been enough to meet local authorities to meet their school building objectives, and to allow for "significant progress" in school maintenance programmes.

The Government had not yet made any plans to increase spending beyond 1986-87 to take account of rising primary rolls, but would be able to do so in the Rate Support Grant formula when the time came.

Mr Stuart said I.C.A.s could reduce their spending to meet Government targets by taking more surplus out of schools, better management of school meals, caretaking, central purchasing and transport, and more efficiency in non-advanced further education.

Patricia Rowan reports on a microchip training initiative

On TARGET for high-tech bonanza

Britain's Silicon Valley last week launched a suitably high-profile pilot initiative which is targeted to attack the skills mismatch hampering high-tech industry in an area otherwise ahead of the game in wealth creation.

The Thames Action and Resource Group for Education and Training (TARGET) will be a regionally-based, industry-led catalyst which will leave no micro-chip unturned in its bid to make sure that people with relevant skills are trained to match the needs of employers in the Thames Valley area.

Backed with £30,000 from the EEC to carry the pilot scheme through the first of its four years, it is hoped that the Manpower Services Commission will then step in with financial support - especially since Lord Young, the Employment Secretary, was at the launch to offer Government blessing.

Devised by the two local Euro-MPs, Baroness Elles (Thames Valley) and her son James Elles (Oxford and Buckinghamshire), TARGET has already involved major industrialists from firms such as Hewlett-Packard and National Panasonic, as well as the

local business and education communities. Now two directors, Roger Potts, of Rank Xerox, and Martin Hamer, of Buckinghamshire College of Higher Education, have been seconded to run the project.

One of the first objectives will be to set up a regional on-line database to provide information on all available training - private and public, academic and vocational. Others include matching provision with training need, promoting mutual understanding via advice and counselling, organizing research, on predicted new technology training needs, promoting the European dimension and analysing external factors influencing the supply of skilled labour - the high cost of housing is one likely example.

The project was conceived when the two MPs were stomping their constituents during the 1984 Euro-elections and discovered that local businessmen - despite high unemployment - could not recruit people with the relevant technological skills.

Since there is a similar skills shortage throughout the Thames Valley, the

O'Groat's to Sicily, the European Commission has given the issue high priority for action (and funding) and the Elles's were able to link up with plans for the new Community Action programme for Education and Training in Technology (COMETT).

Two preliminary seminars for business, educationists and politicians last year unleashed much energy and mutual ignorance, both about the industry needed in the way of skills at all levels, and what education (and the MSC) were already doing to provide the answers.

This was confirmed by two surveys conducted by Slough and Buckinghamshire Colleges of Higher Education which analysed training needs among local employers, and the training courses available, and found that the courses were 23 per cent unmet.

Now that TARGET is born, the first project to be funded under the COMETT programme, it may become a model for others throughout Europe, and get people talking to each other in

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This is the Board's own Youth Training Scheme, and some 18,000 training places are available. The training is good, solid and practical, taking place mostly at local technical colleges and on site with local firms. Some courses take place at the

Board's own training centres. In most cases the scheme will count towards the trainee's apprenticeship.

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PRIMARY

Sarah Bayliss reports from a National Association of Head Teachers' conference on the early years of education while Virginia Makins (opposite) analyses research on the long-term effects of pre-school experience



Marianne Parry: need to bolster imaginative play

Praise for nurses' role

The value of nursery nurses who are trained to understand children's play, working alongside teachers of the very young, was emphasized by Marianne Parry, a pioneer of nursery education.

Miss Parry, a member of the Plowden Committee who is now in her seventies, said it was vital to have trained people working with the under-fives and that non-teacher professionals must be employed and given decent status and pay.

A sign of good nursery practice was the extension of children's imaginative play, and properly trained nursery nurses were very conscious of this. It was asking the impossible of a single teacher to cope with 30 under-fives who all needed comfort and conversation.

Nursery education was labour-intensive and therefore costly and there had always been battles over its funding. She did not expect the trend of four-year-olds coming into primary schools to return because it was politi-

cally expedient and "because it was cheaper than nursery education". The major political parties were responding to parental demands for an early start to school and the children had become "pawns in the game".

It was up to teachers to convince parents that an early start to formal school was no guarantee of success in later years and that writing and reading too early could be damaging.

In Avon, a decision to admit all children in the September of the year in which they were five had been taken suddenly 18 months ago without providing trained teachers, equipment or the necessary space. "It takes longer to undo the mistakes of that sort of thing than to delay entry," she warned.

Miss Parry urged headteachers to offer leadership in the nursery and infant world, to stay in it despite its low status and to fight for young children's education.

Tory MP asks I.e.a.s to increase nursery spending

Mrs Edwina Currie, Conservative MP and newly-appointed parliamentary private secretary to Sir Keith Joseph, told last week's NAHT conference on the early years that she was an "unadulterated fan" of nursery education.

Her own two daughters had gone to nursery school and she was convinced it was to their lasting benefit.

Later, during questions about the lack of funding for nursery education, Mrs Currie urged her audience to lobby local councillors to divert resources into early years provision.

"Part of the problem is convincing the I.e.a.s that nursery education matters at all and that it is there for the benefit of the children, not for the benefit of awkward mothers," she told the London conference.

The Government, however, recognized the substantial contribution which voluntary playgroups could make to pre-schooling. "Playgroups have a role," she said, "but typically a child attends only two or three sessions a week and provision varies in quality." Parents should have as wide a choice as possible, she added.

In her speech, Mrs Currie quoted figures from a new DES statistical bulletin showing that in January 1985 43 per cent of three and four-year-olds

were in some form of nursery or primary education, compared with 42 per cent in 1984 and 32 per cent in 1976. The number of four-year-olds in nursery schools and classes was up by 7 per cent and in primary classes had increased by 4 per cent over the previous 12 months.

"There's cause for cautious satisfaction," she said, adding that if playgroups were included, 80 per cent of three to four-year-olds were getting some form of pre-school experience.

At the same time, Mrs Currie sounded a cautionary note about four-year-olds in ordinary reception classes. "If the curriculum is too formal it may be wasteful, or even damaging."

She referred to the difficulties some local authorities were having in filling vacancies in nursery and infant classes. As a former secondary teacher, she understood that redeploying teachers was not straightforward. "A teacher who has done a first-class job with 16-year-olds, may balk at five-year-olds and may run screaming from three-year-olds."

In response to the worries expressed by I.e.a.s, the DES had decided to increase intakes to primary teacher training courses by 72 per cent between 1982 and 1989.

Firm policy needed for 4-year-olds says HMI

Early years teachers must maintain good nursery education for three- and four-year-olds, but at the same time they must be decisive about the policy for four-year-olds entering primary education, according to an HMI Inspector.

Mr Ron Weir, HMI, encouraged teachers and heads to recognize and develop a curriculum for four-year-olds which would have positive spin-offs for all infant-stage children up to the age of seven.

The early admission of many four-year-olds was an undeniable fact, DES statistics showed that four in five as many four-year-olds were now in infant classes as were in nursery classes. Urging teachers to make the best of what had happened, he said: "We need to face the issue and face it positively."

Although four-year-olds have been admitted in large numbers, few primary schools seemed to have a clear view about what to offer them. Should they get an extended nursery education or an early introduction to infant education?

"What is essential, but lacking in a majority of instances, is a commitment to either policy. What frequently emerges is a less than satisfactory, often blurred, indecisive position."

Mr Weir said it was not uncommon for HMI Inspectors to find a primary school which had a well-staffed, well-equipped nursery class, but where the reception class had no toys, no accommodation, no access to outside play facilities, and only one teacher to cope with more than 30 children, half of whom were still under five years old.

This anomalous provision was bound to "raise some doubts about perception and practice, about professionalism or that which is educationally desirable or justifiable."

Local authorities and their teachers must recognize that four-year-olds were at a distinctive age and stage, and that admitting them dramatically affected the reception class.

In particular, such children needed firsthand, practical experience. "Above all," he said, "the curriculum has to respond to the intellectual demands of the four-year-old learner who is active but easily distracted, information-seeking but impatient, the child who is questioning and curious and whose questions and curiosity require pursuit at first hand with the interactions between people, materials and ideas."

During a question session, Mr Weir dismissed a suggestion that British primary education could no longer be held up as a "jewel in the crown". "I don't think you should be desperate. There are many, many good examples."

The conference was attended by more than 120 heads and was an over-subscribed that another will be held in Peterborough in October.

Mr Mike Brighouse, a past president and chairman of the NAHT, made a clear call for a new policy document from NAHT covering the ages three to six similar to that recently written for the 14 to 18s.

Teachers doing child studies found that in different situations - away from the work sheet, turn card and reading book - children showed evidence of far more profound and complex learning.

As an infant teacher in Hackney, she had observed very young children doing the family shopping and organizing their brothers and sisters before they got to school in the morning.

What was euphemistically known as the "hidden curriculum" was not hidden to children at all. Teachers would learn a great deal by asking children for their view of the curriculum and what they had learned from a lesson.

Staff who made tape recordings or videos of themselves got a salutary shock but one that needed to be repeated. They would also make better wiser teachers if they drew on the experiences of school.

PRIMARY

Good work, bad behaviour

Nursery school programmes that set out directly to teach basic academic skills to disadvantaged pre-school children may boost their academic achievement.

But they do nothing to prevent teenage delinquency and social problems, according to American research published this week.

By contrast, child-centred nursery schools that encourage children to take initiatives and make choices are just as successful at boosting long-term school achievement - but also seem to be highly successful in preventing later delinquency, vandalism and family tensions.

The research into the long-term effects of different nursery teaching styles was carried out by the High/Scope Foundation, which was responsible for the well-known Ypsilanti Perry Project, which demonstrated the long-term social and educational pay-offs of high quality nursery schooling.

This latest study, started in 1967, set out to investigate the effects of different nursery curriculum approaches. Three carefully matched groups of disadvantaged children whose IQ scores classified them as slow learners, at risk of school failure, were randomly assigned to three different pre-school programmes.

One group followed the traditional nursery school approach, emphasizing social and emotional growth and learning through children's interests and free play.

The second followed High/Scope's own curriculum, which shares the belief that children learn through their own first-hand experience. The curriculum provides teachers with a clear framework designed to promote the acquisition of fundamental concepts and support systematically the de-

velopment and how parents could help it along more generally.

The children were followed up at the ages of 3, 6, 7, 10 and 15. Up to 10 there were no significant differences between the results of the three programmes.

All three boosted the mean IQ of the children from 78.3 at age 3 to an astonishing 105 after one pre-school year, and left children on average 9 IQ points higher at age 10 than the Perry Project control group of similarly disadvantaged children who had no pre-school education.

The startling differences between the programmes came at the age of 15 on social, not academic, measures. The group from the behaviourist pre-school class had committed twice as many violent and delinquent acts as the teenagers from the other groups.

They had gone in for twice as much drug abuse, and five times more damage to property. Their behaviour was very similar to the Perry Project control group, but both the child-centred nursery programmes produced results at 15 similar to the Perry nursery school group.

Dr David Weikart, High/Scope project director and the research, emphasizes that because of the small numbers, these results cannot be seen as conclusive. They are, however, "a very strong signal".

"We've got to stop looking at academic variables as the only criterion for effective education," he says. "We must investigate the side-effects of different approaches."

Dr Weikart says that the study strongly suggests that to achieve social as well as academic development, there has to be a child-initiated style of early education. "With a teacher-directed style 'the children learn that a large powerful person tells them to do something, then they can stop'."

He adds: "When the teachers' gone, they revert to the lowest common denominator of peer-group behaviour." But he believes that children who have been taught to make choices and direct their own work early on will keep some sense of responsibility when the adults are no longer there.

Dr Weikart stresses that all three programmes were very high quality of their kind. Teachers in all of them held daily planning and evaluation sessions, and there was systematic parent involvement.

"If we had been able to include a disorganized nursery of the child-initiated kind the results might have been very different". And he points out that apparently progressive and child-centred nursery and infant practice can conceal a very high level of teacher direction.

In addition, all the parents were visited for 90 minutes every two weeks. Parents with children in the behaviourist class were shown how to reinforce what children were being taught at school. The others discussed child

Research shows that the long-term effects of child-centred nursery programmes are better all round than for those focusing on basic skills



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David Weikart... child-initiated style needed in early years.

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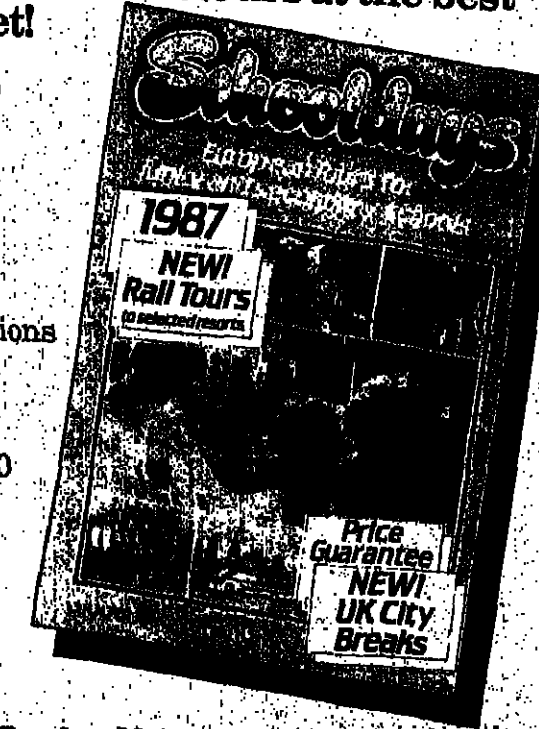
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Plea to take child's view of curriculum

Teachers must stop underestimating young children and give them more opportunities to show what they already know or are curious about, the conference was told.

Mary Jane Drummond, a tutor in education for the 3-13s at the Cambridge Institute of Education, encouraged heads to look at school and learning from the child's point of view.

Teachers only had to ask what was the most interesting thing in the classroom to discover that children thought very differently. Answers such as "me", "the carpet" or "the window blinds" would surprise many teachers whose own replies were more likely to be "the nature table" or "the book corner".

Ms Drummond believed that children did things every day that teachers failed to draw on. Three- and four-year-olds were brilliant at "adds and take aways" when they were using play materials, especially edible ones.

Teachers doing child studies found that in different situations - away from the work sheet, turn card and reading book - children showed evidence of far more profound and complex learning.

As an infant teacher in Hackney, she had observed very young children doing the family shopping and organizing their brothers and sisters before they got to school in the morning.

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Staff who made tape recordings or videos of themselves got a salutary shock but one that needed to be repeated. They would also make better wiser teachers if they drew on the experiences of school.

Catholics oppose revised church schools contract

by Bert Lodge

Leading Catholic educationists have reaffirmed their opposition to proposed changes in contract which would place special moral obligations on teachers in Catholic schools.

The Catholic and Church of England contract figured on the agenda of both the main teacher unions at their annual conferences at Easter.

The NUT executive reported that both the Catholic Education Council (CEC) and the Church of England Board of Education had agreed to consider a re-wording.

At the same time a motion put forward by the NAS/UNT executive at Scarborough condemned the clauses in some C of E and Catholic contracts which seek to place unnecessary and unwarranted restrictions on teachers' private lives.

It added: "Conference notes the readiness of the Church of England Board of Education to enter into meaningful discussions with representatives of the teacher unions and calls upon the Catholic Education Council to do likewise." But the motion was not discussed.

The Catholic contract stipulates: "The teacher shall have regard to the Catholic character of the school and do nothing detrimental to the interests of the same." The Anglican contract is similar. In recent years conflict has occurred when Catholic governors have tried to sack teachers who were "We will not budge on the words," Mr Mike Power, CEC deputy secretary, told the annual conference of the Catholic Teachers' Federation earlier this month. "We hope that diocesan school commissions will ensure that acceptance of the contract is a condition of employment and make it clear to applicants well in advance."

Mr Nigel de Gruchy, NAS/UNT deputy general secretary, said his union found the Catholic position one of total intransigence. "Their stance may be legal but from a trade union point of view it's not on. We don't mind the can't accept 'do nothing detrimental to the interests of the same'."

Mr Geoffrey Duncan, C of E board of education schools' officer, said the board had had discussions with the teacher unions. "We did consider that particular clause and we are now waiting for them to come back with their considered response."

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Mr Richard Cunningham, council secretary, said the wording of the present contract was settled at a previous revision four or five years ago. "We put in the clause to make explicit what senior counsel advised us had always been implicit for many years." Mr Power thought the implicit obligations upon teachers in church schools could be traced as far back as the 1902 Education Act.

He expressed surprise at the NUT report that Catholics had agreed to a re-draft. "This is a gross inaccuracy. We met the teacher unions last September and it was agreed that they would come up with a footnote to the clause but without changing the wording of it."

"We find it disturbing that teachers object to this wording. The foundation governors - those appointed by the Church - of a voluntary school have statutory duties laid upon them. One of them, according to the 1944 Act, Section 114, is to secure so far as is practicable, that the character of the school as a voluntary school is preserved and developed. This means they are under an obligation to appoint the right teachers."

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Rickstones School in Essex has sent eight of its teachers to try out trades ranging from double glazing to sophisticated communications systems.

They went for week-long placements in local firms as part of Industry Year. The cost of supply teachers to cover their absence is to be met by a £2,000 grant from BP.

The scheme was organized by Ms Hilary Sellens, head of careers and life studies, with the aim of strengthening links with industry. She is pictured at Crittall Warmlife, the double glazing firm in the scheme.

"Pupils take part in work experience, but teachers rarely have experience of other work," Ms Sellens said. "We are hoping the placements will help us take a fresh look at the curriculum with the aim of making it more relevant to industry."

The companies that agreed to take a teacher were Sedgewick, insurance brokers; Crittall Warmlife, which makes greenhouses and double glazing; English Electric; and Marconi.

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In brief

Demand doubles

Demand has doubled in the past five years for financial support for community relations holidays in Northern Ireland. They are funded by the Department of Education and Science. Some 4,150 children will take part this year. The closing date for applications for 1986-87 is May 1.

More for less

Bedfordshire has become the first local authority to reduce the price of school meals. The reductions, for 12-15 children vary in amount between 1p and 15p. In addition, the amount served has been increased.

Parents' guide

The Welsh Consumer Council is called for a parents' guide to schools to be produced nationally and sent to every parent in Wales before a child reaches the age of formal schooling. Costs of production would be met by advertising.

Second chance

Black residents of the London Borough of Brent are offered access courses in arts and social studies subjects from next September at 18 Burn Polytechnic. The course is designed for students who want to go into higher education, having failed through the traditional route. They will run for 36 weeks, full time, no grants are available. Details from Mrs Fernandes, Kilburn Polytechnic, Hadden Centre, Barretts Green Road, London NW10 7AN.

Training link

London Weekend Television is linked with 42 local boroughs and county advice agencies to provide training and courses information for unemployed adults. John Stapleton, the presenter, invites viewers to telephone for information from 6.30 to midnight this Friday and next Friday on 01-928 5656.

Smokeless zones

A new anti-smoking campaign for secondary school pupils is to be launched by the British Heart Foundation this summer. First year teachers in 8,100 schools will receive an information pack containing a poster, statistics about heart disease, and facts about teenage smokers.

Special help

A guide to inform college staff about helping students with special educational needs has been published by the Further Education Unit. It discusses ways to help disabled pupils and the kinds of special needs arising from various physical conditions. A college guide: meeting special educational needs, published by Longman for the FEU, £4.50.

Schools network

Suffolk County Council has launched a pilot project to set up a county-wide computer network for schools and colleges. It involves three schools, an area office, education department headquarters and the county's mainframe computer.

Advice to jobs

A booklet advising colleges of how they can help the unemployed has been published by the Government-funded Further Education Unit. Adult unemployment and the problem (free from Publications Dispatch Centre, Honey Pot Lane, Chichester, Park, Stannmore, Middlesex HA7 1AZ) stems from the Department of Education and Science's REPLAN programme.

Free maps

The DES is giving away wall maps of the European Community to all secondary schools in England to celebrate "Europe Day" in the first week of May. They will be distributed to schools by L.E.A.s.

The Department of Trade and Industry last week published its long awaited White Paper on copyright - the first far-reaching proposals for legislation in this area since 1956 and the first to tackle the range of problems raised by new technology. Gillian Macdonald reports

Fast forward with a touch of re-wind

If the Government's proposed legislation on copyright becomes law, teachers will for the first time have the right to record all broadcasts on radio and television. They will also have the right to make multiple photocopies of 1 per cent of any publication.

The response from the educational world is that the proposals are "encouraging", "welcome", "better than we expected but don't go far enough". But more important, will they be workable?

The paper's main proposals include a 10 per cent levy on audio tapes over 35 minutes long. This will permit educational establishments to record anything off-air - words and music. Copies could be freely made and programmes kept indefinitely.

Teachers will have responsibility for how they use the sound recordings. Mr Ken Parker, an HMI who chairs the Education Technology Committee, says they will be more likely to find material that suits their needs and incorporate it into their teaching, knowing that they can retain it indefinitely.

A similar 5 per cent levy on video tapes, however, was suggested in last year's Green Paper on audio and video recording, and that has now been dropped, "at least for the foreseeable future".

In its place the White Paper suggests an obligatory licensing system which would allow schools and colleges to record whatever they want from television and again to copy tapes and keep them indefinitely. This is where the main problems seem to lie.

HMI, advisers and teachers seem to welcome the recognition that educational needs access to an broadcast material - and not just the designated "educational" output. But there is disappointment at the dropping of the levy on video tapes.

They welcome the statutory right to record any programme but are worried that the proposed licensing system will lead to a plethora of schemes, prohibitive costs and an administrative burden on school staff.

In particular the White Paper seems to suggest that a number of licensing bodies will cover different classes and categories of programmes and arrange the charges and conditions under which they may be recorded.

The White Paper suggests that an existing licensing scheme, such as Guild Sound and Vision's system, could be extended. Guild Sound and Vision currently acts as a collecting society for the rights of owners of certain Open University and Channel 4 education programmes. In return for an initial fee it permits the recording of specific programmes; then when schools and authorities submit their logbook of what they have recorded at the end of the year, they are invoiced for each item.

Mr John Dent, GSV managing director, says more than 1,000 schools hold licences and range from £1 a year for an individual Channel 4 programme to £20 a year for a special Open University broadcast.

He agrees with critics that the log-

ging can be an extra burden on school staff, but sees it as the fairest way to compensate rights owners, the performers and artists in programmes, for loss of repeat fees.

The White Paper also says that "any programme not falling within a certified scheme will be regarded as freely licensed for recording for use in educational establishments". This is the crucial clause in the proposals, which gives schools and colleges the statutory right to record programmes.

But as soon as a scheme is introduced to cover the programmes, the freedom for schools to record them will be withdrawn and a charge introduced. There is no indication of what charges might be, say for feature films or soap operas - invaluable resources for media education.

If they are prohibitive and teachers are tempted to record them illegally, they may be more likely to face

that is not covered. It also recommends a statutory supplement to the CLA scheme which will permit the educational sector to make multiple copies of "1 per cent... per quarter" of any work not covered. But this is regarded by the L.E.A.s as unworkable.

Music is seen as representing another serious weakness in the copyright which is not covered by the CLA scheme. It should be obligatory, says Geoff Crabb of the CET. It is the one area where publishers have taken schools and colleges to court - but there is no provision for recognizing the need for music departments in the copyright paper.

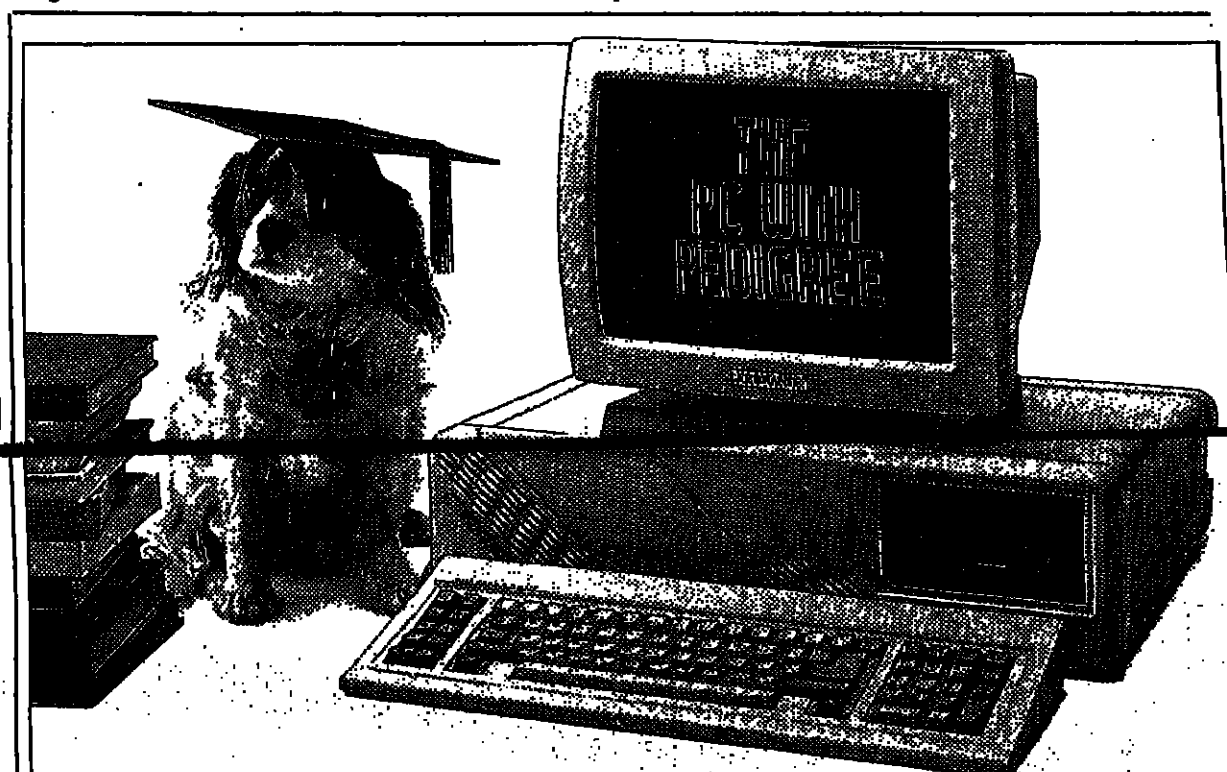
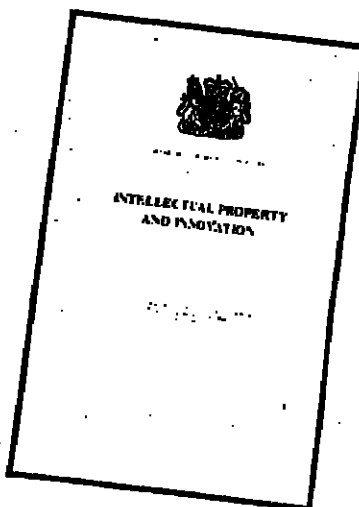
Also causing concern is the White Paper's failure to define fair dealing. That is the clause in the 1956 Copyright Act which says it is not an infringement of copyright to copy material for purposes of research or private study. Rights owners and users have held

differing views on what this means for school.

For example, "private research" for a child might be what the photocopies for himself. But, says an ACC spokesman: "If all 30 members of a class copied that individually, it could have counted as fair dealing. A proper definition might have allowed a teacher to get round this administrative difficulty and take copies for children."

One important and welcome proposal is the setting up of a copyright tribunal. This will have jurisdiction over licensing schemes for photocopying and disputes in educational recording.

Legislation on copyright can not now be expected for at least a year. The White Paper *Intellectual Property and Innovation*, (Cmd 9712) is available from HMSO, price £6.70.



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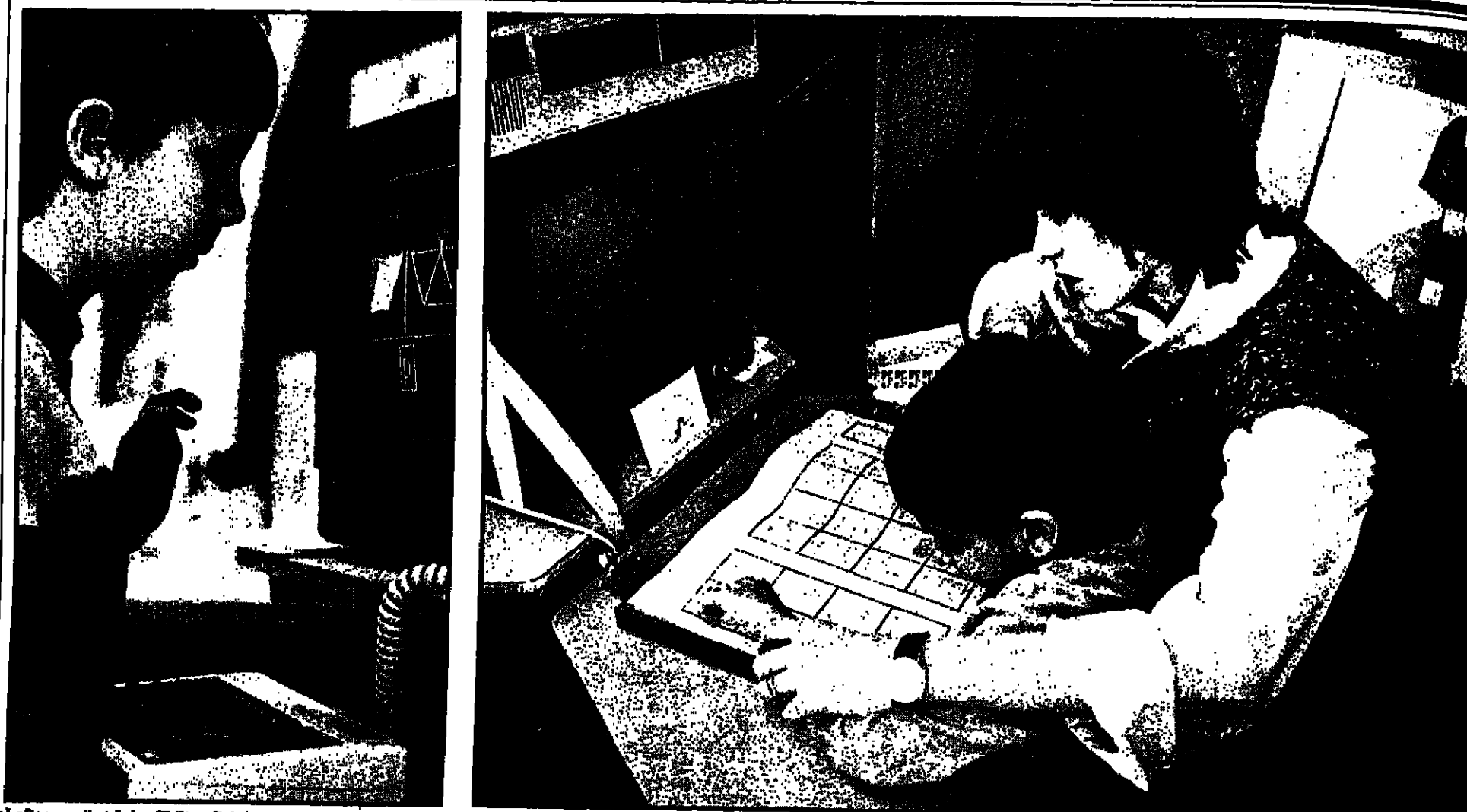
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Left: a pupil at John Chilton School, Northolt, Middlesex, uses a computer to learn colour/shape identification. Right: speech therapists can also employ new technology.

Last month Mary Hope, one of the driving forces behind the Microelectronics Education Programme, received a commendation from *The Sunday Times* for her work with special needs pupils. Here she talks to Carolyn O'Grady.

Rebuilding with Hope

Though there has been much controversy about the Government's decision to push computers into schools, there is one area where it is never doubted that micro have made a significant contribution - special education.

Mary Hope was the national co-ordinator for special education for the Microelectronics Education Programme and she is to carry out the same role for its successor, the Microelectronics Education Support Unit, which will start work this summer. Although some of the MEP's functions have been passed to the local authorities, the special education section has remained virtually intact, but with a firm instruction to devolve over the next three years.

Last month Ms Hope was awarded a *Sunday Times* special commendation in the British Microcomputing Awards for her work in organizing the four regional Special Education Microelectronics Centres (SEMERCs). The commendations are given for "work of outstanding merit in which computers are used for social benefit".

Mary Hope counts the work of the centres, which were set up four years ago, as one of the biggest successes of the MEP. "Everyone who works in the SEMERCs has given up their family life and more and taken on a quarter of the country as their target". They have provided information on hardware and software for children with learning difficulties, worked with software producers and acted as a software distribution centre.

However, she says that one of the new tasks of the centres is to make themselves redundant over the next five years. The MEP was set up as a pump-priming exercise but was extended; the MESU is putting much more emphasis on its own mortality. She identifies a number of reasons why the special education section did not succeed in phasing itself out under MEP and why she is grateful for the extension. First, the curriculum: "The main point of agreement about the curriculum for children with special needs is that it is often impoverished. The logical way of proceeding before introducing microcomputers might have been to sort out the curriculum issues first". But that did not happen. During most of the MEP's life, special education was expecting a Department of Trade and Industry

sponsored hardware scheme. Discussions were under way for some time between local authority representatives, the MEP and the DTI, but the brakes were put on the DTI's spending spree, and special education lost out.

Ms Hope admits that this was a big blow. "Everyone had been hanging around for over a year waiting for it, and then it never came. We would have coped better if we had known it was never going to come".

The second damper on progress, she feels, has been a shortage of really good software. Now, however, powerful software is becoming available; the sort that would enable the child with perceptual, communication and cognitive difficulties to grasp concepts that were previously too difficult to cope with. The new software included word processing and information processing systems, some versions of Logo and some adventure games.

Finally, the pace has been slowed down by the 1981 Special Education Act. "There is a limit to the amount of innovation the educational system can cope with and priority has to be given to statutory changes", says Ms Hope.

However, she admits that hardware has been a far more dominant issue than she would like. In her opinion, schools have to go through three distinct phases. "First, they have to

acquire the hardware. They can't go on to looking at software until that is done and they can't go on to the third phase, which is integrating computers into the curriculum, until they have the first two sorted out."

Depressingly, special needs teachers' main concern is still fighting for the hardware, she says, particularly in secondary schools. "You don't want to trek across to another part of the school, you want to have them sitting there so you can use them as and when it becomes relevant."

Finding the solutions to these and other organizational problems is probably one of the biggest challenges facing those involved in educational computing. In an MEP publication, *The Magic of the Micro - a resource for children with learning difficulties*, Ms Hope describes the ideal: "We hope that in a few years' time there will be no call for a book devoted exclusively to the use of micros as a resource, but that all books concerned with the teaching of children with special needs will refer to the use of new technology. We too must become integrated."

What is unlikely to be forthcoming is more money, at least not from the Government. The amount the MESU will have available for special needs is comparable with what the MEP received, but there are no funds for

research and development.

Mary Hope will therefore have to raise funds from other sources, such as foundations and the EEC. With this extra money she hopes to set up extra projects in fields such as microelectronics with the visually handicapped.

Already the EEC has provided a name for a project to examine how the micro might be used with PB students with special needs. The other major task is devolution. The strategy is to encourage L.A.s to appoint co-ordinators and for the SEMERCs to be involved more in supporting them than in direct work with teachers who are in the early stages of coping with computers.

In the eyes of most people, computers and special needs are usually identified with aids for the severely disabled, and yet it is in the field of communication aids that Ms Hope feels that the project has most success. The problem is that communication-impaired cannot currently be registered as a disability, unlike blindness, deafness, mental or physical handicap. Ms Hope quotes the case of Neil, who was unable for some time to get the speech fluency which would alleviate his very severe stammer and Barbara, a child with severe mixed cerebral palsy, whose I.C.A. refused to buy "twinkle" eye switches which would have enabled her to operate a computer.

Such people, says Ms Hope, fall between a number of departmental stools. They may be supplied by the Manpower Services Commission with an aid which may be taken away from them if they become unemployed. They may be refused an aid by I.C.A. because it offers opportunity for personal communication. Or, if education is therefore seen as a health authority responsibility, in turn, they may be refused an aid by the health authority on the grounds that a communication aid is perceived as an aid for learning.

As a result, handicapped people are having to turn to charity for their aid when communication is "a basic human need". "Funding for the provision of communication aids, and specialist services for assessment, training and follow-up of aid users is required, together with a policy which enables co-operation and joint funding arrangements between education, health and social work at a central and local level".

Local-grown jobs plan to help rural young

Help is on the way for a badly neglected youth minority - the jobless school leavers in country towns and villages.

While newspaper headlines proclaim factory closures and youth deprivation in the cities, employment has been dying quietly, but just as quickly, beyond their suburban fringe.

For example, country youngsters nowadays stand little chance of getting a job in farming and not much more of finding work in the service occupations and industries dependent on farming. Rural unemployment rates are among the highest in the country.

Two years ago a report commissioned by the Manpower Services Commission pointed out that all Government programmes for the young were based on urban conditions and largely irrelevant to country youngsters.

The heavy reliance on employers of such schemes as the Youth Opportunities Programme and the Youth Training Scheme meant they had little chance of operating in rural areas where virtually no employers were left, said the report. Even if training could be provided it would be of little use unless it was linked to job creation.

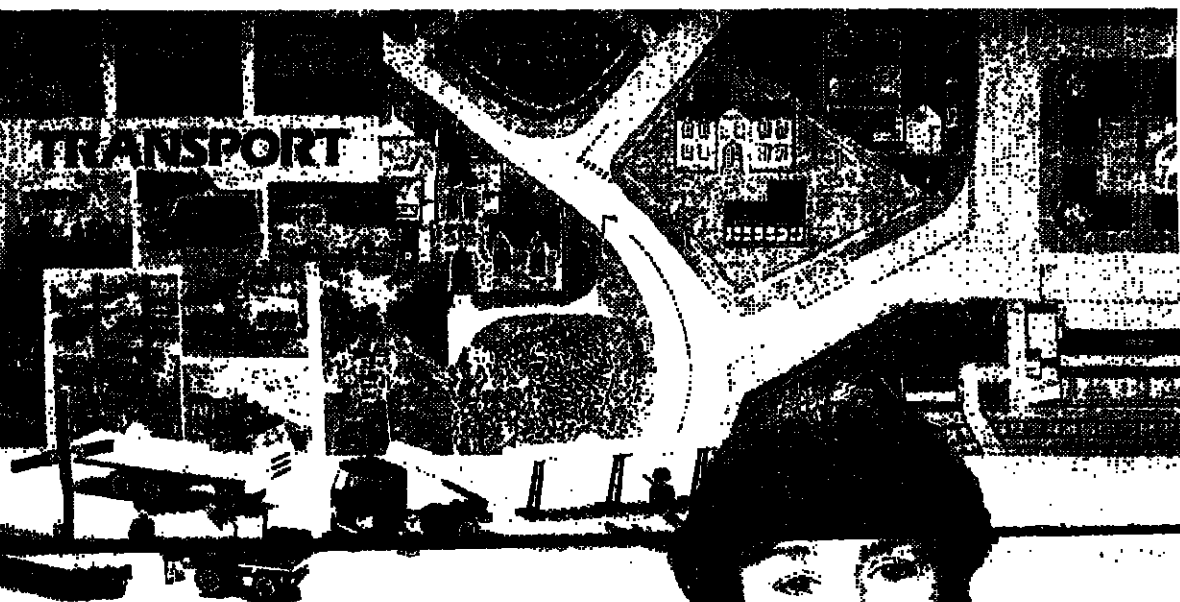
Any training provision would also need to take into account the lack of public transport in the countryside. Following the report, the Commission has funded a two-year study by the Royal Agricultural Society to establish ways to overcome these problems.

Its interim report, however, stressed the need to link training with rural development programmes which

not simply waiting to see what the MSC does about its recommendations. It announced last week that it is setting up a rural employment and training unit to promote job creation and to encourage relevant training. The unit will run pilot projects and try to spread expertise between different parts of Britain and throughout the EEC.

Backed by a three-year grant from the Rank Foundation, the unit will have its own specialist staff and be able to call on the facilities of the National Agricultural Centre at Coventry.

Jobs: where there's muck ... ?



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Museum loans gather dust

Teachers need more in-service training on how to use museum services to boost learning in and out of the classroom, says a report from HM Inspectors. They conducted a survey last summer of the way 24 Hertfordshire schools used either museum visits or loans from museums.

Their report notes good practice but says it is by no means universal. In one school, a classroom had eight bird exhibits on loan from the local museum service but the teacher made no use of them.

"This represented a wasted opportunity. Irrespective of whether a topic on birds was planned, language and artistic skills could have been stimulated."

"Another classroom had a substantial display of artefacts related to a class topic on Roman history. However, the objects were not used to encourage careful observation and recording. In contrast, in another school, a collection of Roman items was the main focus of pupils' attention; probing questions prepared the 'higher-order' skills of observation, sketching and deduction by pupils."

Museum staff could be increased. "Museums' potential for stimulating learning is enormous," they concluded.

BEd primary course 'weak'

The College of St Mark and St John, Plymouth, has made encouraging changes to its BEd course, but there are still serious weaknesses, especially in the training of primary teachers.

A report by HM Inspectors on the college's initial teacher training says the most important changes in the primary BEd course concerned the professional studies component, but adds that there are weaknesses in the elements involving visual education, social studies and religious education.

"Not enough time is spent on subject studies, and there are no courses designed to help students relate their main subject specialism to the teaching of primary age children."

The college should also expect more of its PGCE students, the inspectors suggest, particularly in terms of pace of work, independent reading and theoretical understanding.

However, the secondary BEd course provides students with a good foundation, and resources for teacher education courses are good. The college's urban studies centre, in London, through which it has established links with a number of schools in deprived areas, is singled out for special praise.

Bishop Grosseteste College, Lincoln, which trains primary school teachers, has received a glowing report from HM Inspectors.

The inspectors praise the college for its well-qualified staff, its careful choice of students, and its good relationship with local schools.

"The life of the college community is considerably enriched by a breadth of cultural activities and through links with the church and with the wider community," their report says.

The teaching accommodation is good, and "the detailed attention which has been given to the furnishing, disposition of resources, provision of materials, and quality of display in the primary base reflect the best of current primary school practice."

The college is aware of the need to release lecturing staff to update their primary school experience, the inspectors say, but suggest tutors might need to get more experience of the early school years as more students are now specializing in this area.

Both the BEd and the PGCE courses are praised for the way they combine theory with practice.

Inspectors heap praise on Lincoln college

by Hilary Wilce

although the inspectors noted that block teaching practice, at present delayed until the eighth term, could be brought forward.

"The BEd course provides a very good professional training for future teachers. It has a number of strengths. Most students gain a secure grasp of the practical skills and theoretical knowledge needed to provide well-organized, interesting and attractive classrooms and to develop programmes of work rooted in the children's experience: a number offer opportunities for the children to exercise choice and discrimination," the report says.

However, it suggests that the tendency to isolate subject studies of the first two years of the course, from the professional studies of the third means that the students' knowledge of some curricular areas is variable.

A catalogue of nearly 40 HMI publications is being made available to the public. It covers curriculum papers, discussion papers, surveys and other education publications and is available free from the Publications Despatch Centre, DES, Honeyport Lane, Stanmore, Middlesex HA7 1AZ.



Bishop Grosseteste is commended for the way it combines theory with practice

Merger proposed in face of FE cuts

Hertfordshire has embarked on a planning review of its advanced further education provision in anticipation of national plans for across-the-board cuts.

It has opened its scrutiny with an urgent proposal to merge Hertfordshire College of Building with Hatfield Polytechnic and St Albans College. The pattern of provision in each subject area is to be examined later.

The county has 9,000 students on advanced further education courses. Most are at Hatfield Polytechnic and a further 20 per cent are at Watford College. The remainder are scattered among a number of local colleges.

"We are, if you like, trying to read

into the crystal ball and anticipate the way things are going," Mr John Evans, principal, assistant education officer, said. "Things are going to get tighter over the next 15 years and we are trying to create a solid advanced, second education base which can respond to change."

Mr Evans denied that the county was simply trying to anticipate the demands of the National Advisory Body, the central agency for public sector high education, and to do its work for the NAB has sent letters to all institutions with proposed programme cuts and allocations for 1987-88.

But the lecturers' union, NATFHE, has said it will oppose any attempt to

concentrate education provision in large institutions.

The treasurer of the county labour committee, Mr David Miles, said the union had not seen details of the planning review but that NATFHE believed provision should be widespread to serve local needs. He warned that if the authority proposed to close the college of building, the union would take action.

A decision on the future of the teacher training division of Carrville College, Wrexham, was postponed until June by the Welsh Advisory Board when it last met. The WAB is awaiting a report on the future of initial teacher training before it decides.

Special school science 'unsafe and inadequate'

by Susannah Kirkman

The "precarious existence" of science in many special schools has been highlighted by a report from Her Majesty's Inspectorate.

The inspectors, who visited 34 special schools and seven units attached to mainstream schools, say that equipment and facilities in most of the schools were inadequate and in some were a safety hazard. One school for physically handicapped pupils had Bunsen burners with trailing hoses which were dangerous. And in a school for physically handicapped children, physics was taught in the corner of a craft workshop cluttered with piles of equipment.

Only 10 of the special schools had satisfactory laboratory facilities, including six schools for the physically handicapped which had purpose-built laboratories.

Rural studies courses also suffered from poor facilities. Only nine of the schools had garden areas and greenhouses, or a rural studies unit.

Links with science teachers in ordinary schools are weak. The science staff of a mainstream comprehensive to which a special unit was attached made "virtually no contribution" to teaching in the unit.

And there was a huge disparity in resources. The unit's science equipment was stored in five plastic trays, whereas the science department in the main school received 12.5 per cent of the school's capital allowance.

Some staff who had initially been trained in science education. In six schools, science teaching was "in abeyance" because teachers had left, or were taking maternity or study leave.

Only a quarter of the schools and units had written schemes of work for science, and most schools were unaware of any i.e.a. policy for science in special education. Few teachers knew which i.e.a. adviser was responsible for general and specialist advice, and few science advisers had visited the schools. However, in one i.e.a. science teachers in some special schools had joined a Secondary Science Curriculum Review working party. And another i.e.a. had established a working party to formulate science guidelines in special schools.

Initial and in-service training for all science teachers should cover pupils with special needs, the report recommends.

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honeyport Lane, Stanmore, Middlesex HA7 1AZ. Also available from i.e.a.s.

Outside tutors' role criticized

The part-time Chelmer Institute course leading to a Certificate in Education (FE) is "generally good" according to HMI.

The inspectors, who visited the college between September 1983 and June 1984, were satisfied with the standard of teaching and said the written work was satisfactory.

But they expressed concern about the arrangements for special method studies, which are provided by tutors brought in from outside the college.

The report says good practice was found in business studies and engineering and, to a lesser extent, in general studies but elsewhere the quality was poor - particularly in catering and construction. "Planning was poor, the briefing offered to special tutors was inadequate and students were frequently left to manage their own work with insufficient supervision or constant help."

Students on the course, who are themselves FE lecturers, had almost made it clear how much they valued special tutors. One told the head of management: "Special method studies is the most valuable part of the course. So please can we have more not less."

The inspectors noted that six special tutors, each receiving from one to three hours' remuneration a week for their own timetable, had been recruited for business studies, catering and engineering.

But this still did not result in all students being observed with teaching. Business studies and engineering students were visited by their special tutors, but not catering students.

Support which students received from staff in their home colleges varied. While a minority were well supported others were helped only when they asked for it and a small minority met with indifference or even contempt.

Mount Druitt clears its name

AUSTRALIA

Luis Garola looks at a community with a poor reputation and the government study that hopes to set the record straight

Mount Druitt is one of a string of "satellite" suburbs built by successive Australian governments on the fringes of Sydney to house primarily poor families.

Much of Mt Druitt is pleasant enough. The houses, mostly two-storey townhouses, are well-designed, have large gardens and are surrounded by open spaces and playing grounds. There are several schools in the suburb and a modern shopping centre.

But Mt Druitt has problems, common to most planned housing estates. Its population is young, entertainment facilities are limited, transport into the centre of Sydney is disastrous and there are no factories or offices (and therefore no jobs) in the area.

Most of the several thousand families living in the suburb depend almost exclusively on social security benefits. The rates of unemployment, family breakdown and juvenile delinquency are also higher than for the rest of Sydney.

This has meant that the suburb - and its schools - have had a poor reputation ever since the first families arrived in the early 1970s. For example, most secondary students drop out as soon as they reach the legal leaving age (15 in New South Wales) mainly only to end up on dole queues and, every now and then, in detention. Truancy rates are high and, according to recent surveys, about 40 per cent of children have been classified as having poor basic learning skills.

Even at times of high unemployment, teachers have been reluctant to teach at Mt Druitt, partly because of the violent and anti-social reputation the schools have had in the past.

But a recent study sponsored by the state government is expected to change all that.

The study, which started in 1980, compared the classroom behaviour in five Mt Druitt primary schools with the behaviour of children in three other primary schools in so-called "advantaged areas" over a four-year period.

The study, conducted by a team of experts from MacQuarie University in Sydney, found that schoolchildren in Mt Druitt were only slightly worse behaved than children in the affluent areas.

The experts recorded the number of "disruptive incidents" among children in 34 third, fourth, fifth and sixth grade classrooms. The definition of a disruptive incident was "when a child, a group of children or the class behaves in such a way that class order breaks down and the teacher responds to this with the purpose of restoring order."

The Mt Druitt schools were shown to be more disruptive in third, fourth and fifth grades, but less so in grade six. This was no different to schools in advantaged areas.

The study has been hailed by some educators and by Mr Rodney Cavalier, the state Minister for Education, as a breakthrough. It is expected that it will dispel the commonly held belief (especially among teachers and sections of the media) that students in Mt Druitt and similar suburbs are more ill-behaved than students elsewhere.

Mr Cavalier said he hoped it would make teachers and intending teachers realize that students from disadvantaged backgrounds were no more difficult to teach than other students.

All this is good news for Mt Druitt residents, but it is unlikely to solve their more immediate problem: almost three months into the 1986 school year, the schools in the area still have 15 vacancies, because few teachers want to teach there.

Nothing has quite stirred the passions of Indian educationists like the Government's current determination to set up "model schools" in every rural district - a network of super-selective schools designed to boost the education of talented but disadvantaged pupils.

When the plan was first unveiled last year, it met a barrage of criticism from those who labelled it "elitist", "divisive" and "abandonment of the basic principle of the 'common school'", developed by Rabindranath Tagore, Mahatma Gandhi, J P Nall, and other founding fathers of Indian education.

Thus West Bengal, which has a Left front state government, attacked the plan because it would "accentuate the elitist culture and would perpetuate the hegemony of the affluent few". Dr Krishna Kumar, reader in education at Delhi University, a leading figure in the debate, also attacked the plan for fostering a "myth of opportunity".



Paul Flather looks at a selection scheme to boost the education of talented but disadvantaged pupils

All may enter as middle school exam dropped

CHINA

Geoffrey Parkins on the latest step toward compulsory schooling

The Chinese state education commission is to abolish entrance examinations for the country's middle schools as part of its plan to push forward implementation of nine-year compulsory schooling.

A recent commission circular said the decision would take effect from this summer in the more developed regions, and meant that in such areas all primary school pupils would automatically progress to middle school.

In backward regions, where illiteracy rates were high, abolishing entrance exams would take a little longer and top priority would be given to securing universal primary education.

However, the commission's circular stressed that the elimination of entrance exams did not mean that educational standards would be allowed to fall, and every effort should be made by local authorities, schools and teachers to see if they could be raised.

The current expansion means that many of China's primary schools are facing a severe shortage of classroom space, and the situation is expected to increase over the next few years.

The problem has already reached serious proportions in some cities, such as Peking, for instance, where the education bureau has announced that by the end of the year many primary schools will be forced to divide pupils into two groups, each receiving classes for only half a day.

Peking's school-age population currently stands at 763,000, but is expected to double within the next seven years, increasing by approximately 48,000 every year to a peak of 1,147,000 in 1993.

One way in which the authorities are tackling the problem is by banning the

Paul Flather looks at a selection scheme to boost the education of talented but disadvantaged pupils

Testing times as rural areas are favoured with model schools

INDIA

The "myth" stems from the fact that by the age of 10 or 11, some 73 out of every 100 children enrolling at school have dropped out. This means that selection for model schools - even if perfectly done - would only draw from a total pool of 27 per cent.

Dr Kumar then goes on to argue that in fact the testing will be far from simple. The tests have been designed by the National Council of Educational Research and Training, the Government's official research unit, to eliminate the kind of disadvantages a child from a remote village would face in competing with a child from a prosperous family.

The NCERT has declared itself well satisfied, and the Minister for Human Resource Development, Mr P V Narasimha Rao, who looks after education, has defended the tests in Parliament. But Dr Kumar says the tests are a rehash of many aptitude tests used in the United States, some already discredited.

Whatever the opposition, the Congress Party Government, with its massive parliamentary majority, has said the plan will go ahead. It recently announced a budget of £12 million for opening the first 50 model schools around the country - a staggering sum when many other schools suffer without blackboards, adequate buildings, toilets or drinking water, and often with just a single teacher.

The first two pilot model schools in Maharashtra state, and in Karnataka,



Many schools are still in need of basic facilities.

district in Haryana, both relatively prosperous rural areas. For the first 80 places in the first model school there were 14,000 applicants.

For its part, the government remains convinced that the new schools will benefit the disadvantaged rural schools who feel hard done by compared to the far better equipped government schools in urban areas. It also believes talent from rural areas, currently unrecognized, can be annexed for use in schools.

As Mr Narasimha Rao put it: "What will happen if we don't set up these schools? The facilities of best school education will be accessible only to the affluent children. The neglect of the talented children from the underprivileged segments will persist for all time to come."

Interestingly, Mr Narasimha Rao has himself shifted his position from one of initial scepticism, when he was last autumn, to one of total support.

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Competence test throws up its most worrying result

UNITED STATES

Bill Norris reports on Virginia's classroom exam

Testing of teachers, which is becoming an obsession in the United States, has turned up its most alarming result so far. Forty-five per cent of 668 new teachers in Virginia examined for classroom skills failed to pass the test. It was the first time that Virginia teachers had been subjected to examinations, under a new state law which took effect last July. But two-thirds of the newcomers to the classroom escaped because they were qualified before then.

The test itself was very different from the recent written examination in Texas. Teachers were observed by trained educators three times over a 10-day period.

They were assessed in 14 skills, including the use of time, adjustment to individual students, and discipline. They had to pass in at least 10 of these: 301 failed to do so. Elementary teachers did better than those at better than high schools.

"We were surprised", said Mr William Helton, of the state department of education's personnel and professional development office. He claimed that the high failure rate may have been

due to teachers' failure to take the test seriously.

But some national education experts said the Virginia results could be a reflection of major flaws in the teacher training colleges. "I would say that people are coming into the system without their teaching practices honed, and this test is an affirmation of that," said Mr Robert Palaich, a senior policy analyst at the Education Commission's Denver office.

Thirteen states now demand that teachers demonstrate classroom competence before gaining their certificates. The first was Georgia, which began its programme in 1980. Education officials there expressed little surprise at the Virginia results. "They shouldn't be concerned about a 45 per cent failure rate," said Mr Lester Solomon, director of teacher assessment for the Georgia Department of Education. "It's like a bowling alley. You don't throw a strike with the first ball."

Ms Brenda Cloyd, president of the Virginia Education Association, which represents two-thirds of the state's public school teachers, said that teachers did not know properly in advance of the skills on which they would be judged. She also said teachers two months after they were observed.

Those who failed will be given two more chances to pass before losing their certification, and training classes will be offered at nine centres.



Depressing state of students' writing

The writing ability of American schoolchildren is "depressing", according to a new report issued by the National Assessment of Educational Progress. Its findings make the adjective seem an understatement.

In a nationwide survey, taken from the 17, 13, and 9-year-old groups, 15,000 students were tested on their ability to write informatively, persuasively and imaginatively. The first was measured by having them describe a picture; the second by explaining, for example, what it would be like to be a goldfish.

The goldfish itself might have done better. Ninety-five per cent of the nine-year-olds were unable to write an adequate imaginative description; as were 83 per cent of the 13-year-olds and 76 per cent of the 17-year-olds.

In the informative writing section, the failure rates were 97, 81, and 62 per cent. The nine-year-olds, who had been given an easier letter-writing task, still had a 66 per cent failure rate in this portion of the test. Ninety per cent of the 13-year-olds and 80 per cent of the 17-year-olds failed to produce an adequate result.

The students were asked to write to their fictitious "Aunt May" and try to persuade her to let them travel alone to visit her.

One attempt by a nine-year-old, said by the survey to be typical, read: "Dear Aunt May - I know every body say I to little to travel but I'm not if you give sometimes give kids a chance to prove something to you maybe it won't."

Falling rolls leaves desks empty

In the past 15 years, Washington, DC has spent \$300 million (\$200 million) on building new schools. Today, almost a third of the seats in those schools are empty. Washington has 87,000 students, and 129,000 desks for them to sit at.

Falling rolls are the prime reason the DC school population has fallen by 42 per cent since its 1969 peak, but many old schools have remained open while new buildings have continued. In many central areas, especially around Capitol Hill, gentrification has replaced large black families with white ones, leading to school overcrowding as low as 30 per cent.

Overall, at least half the seats are empty at 30 of the city's elementary and junior high schools, and a further 41 have occupancies of between 40 and 49 per cent.

be so bad. Maybe we can help you to give kids a chance." Signed, "Your nice."

This was the third NAEP survey since 1974. It found that standards of writing overall had actually improved since 1979, but had only returned to the levels found during the first bout of testing.

"There is cause for concern both about the lack of progress and the generally low level of writing proficiency, because these skills are currently so important for effective communication throughout people's lives," according to Mr Archie Lapolante, NAEP executive director.

The problem appears to have little relation to race or gender. With the exception of Hispanic nine-year-olds, who had shown consistent improvement compared with equivalent pupils a decade ago, the survey showed that black, white and Hispanic, male and female, all conformed to the same trend.

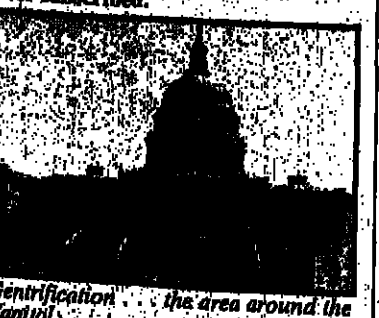
The results are felt to be particularly disappointing because schools have stepped up efforts to give children more instruction in writing. Nevertheless, it was found that the average number of school papers written by 17-year-olds had not changed over the past 10 years. They were found to be producing only three or four essays or reports over a six-week period, counting all subjects.

"Teachers are doing more and they are trying harder," said Ms Ina Mullis, NAEP associate director. "There just needs to be further research into effective ways to teach good writing."

Teachers and administrators are not complaining unduly. They say the half-empty schools were comfortable to work in, especially those with large open-spaces classrooms. But the city council, which spends 67 million dollars a year on cleaning, heating and maintaining the buildings, is less happy. Twice in recent years there have been attempts to close large numbers of underused schools, but they have been resisted by community pressure.

Now the council is trying to rent out some of the empty classrooms to commercial firms at bargain rates. Others are being occupied by squatters.

Nevertheless, there are DC schools which are overcrowded. Oyster elementary, a bilingual institution, has 32 per cent more pupils than it should. Jefferson junior high, a school which has won national acclaim, is 52 per cent over-subscribed.



Gentrification Capital... the area around the Capitol.

Cuts to hit 6,500 jobs for teachers

BELGIUM

Education will be particularly hit by a series of economy measures to be introduced by the Belgian Government. Teachers in particular are swinging job losses.

Cuts already announced in the educational infrastructure will be enough to fulfil the Government's intention of chopping 20 billion Belgian francs (about £300 million) of education. Salaries, which make up 10 per cent of the education budget, are an obvious target, and at least 6,500 jobs will disappear under the measures.

The proposals include changing the pupil-teacher ratio from 15:1 to 18:1 in primary level and from 9:1 to 12:1 in secondary, cutting the number of probationers and freezing recruitment.

The Government has also decided it will "fight against teacher absenteeism" and limit the number of replacements who, it claims, in practice, amount to 10 per cent to the teaching staff.

Other action might include paying teachers only for the hours they work, cancelling allowances for teachers who live a long way from school, stopping payments for teachers with extra qualifications and raising the nursery school starting age from 2½ to 3 years.

The cuts in the infrastructure, which the Government announced over Easter, will hit the school building programme badly, with no provision for assisting the provincial and communal schools sector during 1986 and 1987, and limitation of the state's own building programme to 14.1 billion francs a year, a saving of 9.1 billion francs.

A further 1.9 billion Belgian francs will be saved on school equipment and free transport.

Jane Marshall

Crammers gain ground

JAPAN

Private cramming (*juku*), pivotal institutions in Japan's celebrated "examination hell", are gaining ground.

A report released by the Education Ministry estimates that 16.5 per cent of elementary school pupils and 44.5 per cent of lower secondary pupils were attending *juku* last year, up from 12 per cent and 38 per cent when the last survey was conducted in 1976. Of 24,000 families polled, mathematics was the main subject for 84.5 per cent of elementary school pupils and English for 92.9 per cent of lower secondary.

These schools, often criticised for feeding off the education system while adding to its pressure, were viewed favourably by many respondents. More than half of the nearly 15,000 families with at least one child in *juku* said they were beneficial. About a third said regular school performance had improved and another third said their children's enthusiasm for school work had increased.

Parents in general and mothers in particular have been held responsible for forcing their offspring to attend *juku* mill. Now the notion is emerging that children want to attend, although whether they enjoy the experience or just want to be with their friends is another question.

A book on cramming for university entrance exams (*yobiko*), published last month, painted a bright picture. The 25 young editors of the book, who have all been to *juku*, said the schools offer a sense of purpose and more freedom than mainstream schools and universities.

The controversy over cramming, which are not officially recognised by the Education Ministry, is widening as observers suggest the private sector may be doing a better job of educating.

Barbara Casanovi

A vehicle for history - not a sacred cow

Sir - Sean Lang's article "The sacred cow history project" (*TES*, Extra, April 4) is most timely. In the past year many more schools have been considering using Schools History Project 13-16 and it would be most unfortunate if anyone took up the project as "the thing to do." As Mr Lang correctly says: "It is far more teacher-intensive than traditional history" and as a result is more vulnerable to poor teaching than most courses.

That said, the project has been successful in stimulating pupils' interest and developing their historical understandings, according to teachers I've met.

These teachers also often report that the project's syllabus - disjointed though it appears at first glance - makes a more effective case for history with parents, heads and children. Yes, you will get "many puzzled enquiries" but the link between the structure and the conceptual understandings that can be developed in history make a powerful case - if you believe in it yourself!

I don't think anyone's ever suggested, as Mr Lang does, that the study of the American West is supposed to equip people for the employment market. However, it should increase pupils' sensitivity to other racial groups and their different but not inferior customs and mores.

Mr Lang's comments on contact also raise problems that anyone considering the project should reflect on. Among other things, the varied content presents pupils with the chance to sample different periods rather than being limited to one century. This both extends their historical experience and generally provides a stimulating change of scene. For this to be successful the examination syllabus does need to be built on secure foundations laid in earlier years.

Here the project's approach is not incompatible with a chronological survey in earlier years, although the project's experience suggests that the best way to do this is not to spin a survey out over three years but to cover a long span of time quickly, two

or three times. This also prevents the assumption that modern history is too difficult to study with 11-year-olds and allows 13 to 14-year-olds to study some pre-history or ancient history.

Mr Lang's other chief point about content is the danger of theorizing from ignorance because of lack of a suitable depth of knowledge. But what is a suitable depth of knowledge? The depth of context will vary from pupil to pupil and in the development study we try to cater for this by posing questions requiring an understanding of change and continuity in history. The pupils should, according to ability, bring to bear their contextual knowledge. Some have the capacity to illustrate their conceptual understanding with considerable detail, others retain less information but still show the capacity to think about change and continuity.

As regards the topics available I'm not aware that they've been chosen in any "quixotic" spirit. Indeed, in Modern World Studies and History Around Us (important not just because of its local emphasis but particularly be-

cause of its use of non-documentary sources) teachers have a free choice of topic.

Both medicine and energy as development studies discuss issues directly related to the quality of our lives. Medicine has been very popular in classrooms; energy is already being seen as a medium for developing historical perspectives in pre-vocational courses.

The three depth studies should soon be supplemented by a topic on interwar Germany (chosen for the very reasons Mr Lang says it was "swept under the carpet") and I hope a medieval or ancient option will also be added in due course.

However, the scope for developing the course is limited for assessment reasons. Therefore the development of alternative structures, such as the one proposed by Mr Lang, will, I hope, be aided rather than limited by GCSE.

The project's route to the same goals as other history courses is difficult. It does involve some losses in terms of unity of content but most teachers who

use the course feel that these losses have been more than compensated for by the variety and choice available and by the explicit direction of the scheme towards conceptual understandings.

Although the project began in 1972 there's still a great deal of development work to do - on completing the revised pupils' materials, on teaching methods, on the relationship between content in the pre-exam years and the exam/course itself.

For that reason no one should regard SHP 13-16 as a "sacred cow" - if constructive criticism ceases then there won't be any guidelines for development - and no one should take it up unless convinced of its usefulness as a vehicle for teaching history. If you are convinced, then the course will be enjoyable and successful for pupils and teachers alike.

IAN DAWSON
Director
Schools History Project (13-16)
Trinity and all Saints College
Brownhills Lane
Leeds

Double jointed

Sir - If I may make a very brief comment on Stuart Macure's review of my book *The Audit of War* (*TES* April 11), I certainly would not educate "centralism" in national education or any other sphere of national life, if "centralism" is meant in a Stalinist or Bonapartist sense whereby all decision and initiative is arrogated to the top of an otherwise tamely obedient hierarchy. Such centralism would affront the fundamental British values of pluralism and individuality. But it is surely possible to conceive

of a middle way between rigid centralization of policy and decision on the one hand, and the wastefully chaotic overlaps of the British educational structure on the other. An appropriate term for this middle way might be "articulation", in which the whole system enjoys a coherence of purpose and shape while leaving considerable scope for local creativity and devolution of responsibility.

CORRELLI BARNETT
Keeper
Churchill Archives Centre
Churchill College
Cambridge



The Messerschmitt 109

Judgement day

Sir - Stuart Macure's perceptive review of the Correlli Barnett book *The Audit of War* is illustrated by a picture of the wrong Messerschmitt. It is, of course, the BF 109 which draws comparison with the Spitfire and not the twin-engined BF 110.

The mistake seems to reinforce Macure's point that British education needs to be more broadly-based. Picture editors ought perhaps to know that there was more than one sort of Messerschmitt.

But it brings to mind a further point about Barnett's thesis which is worth making. For the Messerschmitt 110 - as pictured - was a dead loss as a

combat aircraft. And it was even worse when Hitler personally insisted on turning it into a fighter-bomber. The point is that no matter how efficiently weapons may be built, wars aren't won if the policies are wrong.

Barnett lays too much stress on education for technological efficiency, and not enough on education for sound judgement. Let's not forget that the highly efficient Germans didn't stop Hitler embarking on his war, and in the event didn't stop him losing it.

MAURICE HOLT
Clyst William House
Plymtree
Cullompton
Devon

Bleak future

Sir - In your report of the annual conference of the Catholic Teachers' Federation ("RC colleges threatened with closure", *TES*, April 11), Bishop Mullins, replying to a question concerning De La Salle College, is recorded as foreseeing "a bleak future for the Catholic Church in education". Speaking as a member of staff who has been involved with the long campaign for the survival of De La Salle, I am not surprised.

The plight of De La Salle College, threatened with closure since August 1982, has inevitably revealed a good deal about the mental attitudes prevalent in Catholic higher education.

From the beginning of its campaign for survival, the response to De La Salle has shown up the inertia, the divisions and self-interests existing within its own ranks.

Finally and pathetically, the recent failure of the proposed merger between Liverpool Institute and De La Salle (which will no doubt result in the closure of the college) has revealed the

Catholic authorities, even when left to themselves, incapable of resolving a problem which would seem to be important for the future of Catholic education.

That the Catholic Education Council, the Catholic Bishops, together with the Voluntary Sector Consultative Council (a body which offers advice to the Secretary of State on voluntary colleges matters in higher education) found themselves totally defeated by the problem which the trustees of De La Salle College presented when they decided to withdraw from the merger with Liverpool points to an endemic weakness in the whole Catholic education system.

If Catholic education as a whole is to have a future, it certainly has to develop potent, effective leadership, the power to act where and when it counts.

PATRICK HOLLAND
De La Salle College
Howwood Hall
Middletown
Manchester



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In praise of Johnsonian autonomy

Sir - I was quite attracted by Paul Johnson's suggestion (TES Personal Column, April 11) that we should run our schools on an individual basis via a corporation of parents, teachers and employers. My own thoughts have been running along similar lines. The basic idea seems to me both logical and sensible, but I cannot agree with his ideas on funding the scheme.

Under the present system, we all pay taxes into a central coffey, part of which is then returned to the community in the form of an education service. Paul Johnson suggests a system whereby the tax is returned to a corporation in the form of a per capita allowance for each pupil, to which the members may add according to their means. My own suggestion would be, why let that money go up to a central authority in the first place? Why not introduce a community tax, levied by the corporation, and spent directly by them? Membership of the corporation could be open to any member of the community who chose to stand for election.

Exam myths

Sir - According to Paul Johnson, the present state system "turns out a growing proportion of teenagers badly educated or scarcely educated at all". Maybe he is voicing a common public perception, but the evidence of exam results is quite the reverse.

According to the *DES Statistical Bulletin*, the trend over the years from 1971 to 1982 shows:

1. an increase of 32 per cent in those gaining five or more O levels;
2. an increase of 52 per cent in those gaining between one and four O levels;
3. an increase of 220 per cent in those gaining CSE grades 2 to 5 or equivalent;
4. a decrease in those gaining no cert.

The problem is, of course, who should pay the tax and how much? Government promises of reducing central taxation substantially to compensate for the community tax would be about as plausible as the similar promises made on the introduction of VAT. If the tax were added to the rates, as indeed a proportion of education expenditure is at present, there would no doubt be an outcry that it unfairly penalized businesses (though let us not forget that state education began partly as a response to industry's need for a literate workforce).

Perhaps the fairest solution would be to raise the income tax threshold, and this fixed amount could then be paid directly to the corporation by the taxpayer in the community. This would be a staggeringly efficient form of funding, eliminating several tiers of bureaucracy.

Catchment areas would have to be clearly defined, as they would also be community tax areas, and pupil movement between schools would have to be on a one-for-one exchange basis. As

Paul Johnson points out, there would have to be some form of central control of standards, but to no greater extent than already exists.

My main disagreement with Paul Johnson is over the involvement of employers. Certainly we need links between education and industry, but we must not allow industry to have any financial control over schools. If it wants to subsidize education with its own funding, that's fine, but our schools must be free of dependence on industry, religion or political dogma, if they are to remain primarily places of learning.

We are currently seeing the imposition of political ideology on the education system to an unprecedented degree, and the only way to change the situation is by taking control of the pursestrings at the local level. Education is a powerful weapon for manipulating society, which is why I feel we need not fear an overall dismantling of the state system by the Government.

A far greater fear is a demoralizing and submissive education system de-

signed to condition pupils and teachers alike into acceptance of the status quo. Greater autonomy is, to my mind, the way forward for education. Many local authorities are experimenting with decentralized forms of funding, giving headteachers greater control over their school's expenditure. This is fine as far as it goes, but the flow of funds is still ultimately controlled by government, and parents still have no say in how the money is spent (and let us not forget that it was *their* money in the first place).

We need to experiment with a variety of funding schemes, to discover the advantages and disadvantages of each, and then act swiftly and decisively, before the physical and spiritual infrastructure of our education system is irretrievably lost.

GRENVILLE SHERINGHAM
PGCE student
Worcester College
of Higher Education
2 Westminster Road
Malvern Wells, Worcs

column in your paper.

If the claim that "teachers are unhappy" has some truth in it, then this state of affairs results from false statements like "it (the present state system) turns out a growing proportion of teenagers badly educated or scarcely educated at all" made by people in influential positions who should know (and I suspect do know) better.

Was it for this ability to explain a personal viewpoint with integrity that you invited Mr Johnson to join your column-writing team, or was it as a skilled exponent of the carefully-calculated self-fulfilling prophecy?

BEN KERWOOD
Assistant Education Officer
Oxfordshire County Council



Nigel de Gruchy

What I said . . .

Sir - My attention has been drawn to *The TES* article, March 28, "Women's leaders urge swift action over union equality".

I rarely complain about being quoted inaccurately or out of context. However, my comment - "It is hardly with respect, the big issue of the day" related to the question of whether the NAS/UWT should have a women's advisory committee with provision for three co-opted members to the national executive, as obtained during the first few years following the transfer of engagements between NAS and UWT, January 1 1976.

That committee was disbanded at the insistence of the "floor" of the conference on the suggestion mainly of women speakers. An amendment to replace the women's advisory committee with an equal opportunities committee was defeated, although I suspect that opinion might well have changed since then (1980).

At the recent NAS/UWT Scarborough conference motions on sex equality were balloted in the top 20 motions in public and private sessions but time did not allow them to be taken.

NIGEL DE GRUCHY
Deputy general secretary
NAS/UWT

A Special case

The Special Constabulary's first woman commandant is a deputy head, Nick Baker reports.



For goodness sake don't forget to tell people that I don't get paid for doing this," says Angela Turner at the end of the interview. "Some people imagine I'm on £5,000 a year on top of my teaching pay." In fact, the perks for Miss Turner, a senior teacher at Blatchington Mill comprehensive school in Hove - and Britain's first woman to become head of a Special Constabulary - are minimal. She gets some travelling expenses, an annual shoe leather allowance of £20, exemption from jury service and the chance to see a lot of football.

The latter is hardly a perk because she doesn't like football much. But a large proportion of her duties in the years before her promotion were at the ground of Brighton and Hove Albion, where she directed traffic and helped control the crowd.

A helpful analogy to describe the role of the Special Constabulary in modern police work would be that of the St John's Ambulance Brigade, to the official Ambulance Brigade. They're trained to offer help and support until the real experts arrive. However, a Special in uniform has all the powers and responsibilities of a regular officer, including the powers of arrest. Like regular officers they are sworn to be magistrates and have to sign the Official Secrets Act.

In fact, Angela Turner's career in teaching has been closely shadowed by her work as a special officer. She has been doing both for about 25 years (she is now 47) and has gained senior teacher status having come through the ranks of head of year and "in charge of girls' welfare" to become director of guidance at Blatchington Mill. It is a post which includes responsibility for careers, pastoral care and referrals on matters to do with pupils' behaviour.

It's interesting to see how both professions have changed in their attitude towards women. "I/C girls' welfare" posts have broadened to include everybody's welfare. Similarly, women Specials used to work mainly within the area of women and children's welfare; sending a woman officer to a football match was unheard of. But Angela Turner broke new ground - she was the first woman officer in the area to go on traffic patrol duty - and until recently her jobs have included cell duty, accompanying a corpse to the mortuary, foot patrol and, of course, the inevitable Saturday at the Albion.

There was a point, when she'd been teaching

for five years or so, when she was tempted to join the regular force and give up teaching (her subject area was home economics).

"For some months, I thought hard about it," she says. "In those days, teachers were paid more than policemen, although that wasn't the only reason I stayed in teaching." At that point, in the mid-1970s, she was one of the few women in teaching who were not a woman in the police, and more freedom. She also didn't relish the awkward hours and the prospect of the 'phone ringing in the middle of the night. She decided to stick to her minimum six hours a week as a Special and is pleased with the decision. "I feel I've got the best of both worlds," she says.

With only a slight trace of regret, Angela Turner confesses to having no great arrests to her name. Most have been of the public order variety, at football matches - and those arrested have always obliged and pleaded guilty, depriving her of the excitement of being a key prosecution witness. Neither has she had to arrest one of her own pupils, although she's greeted with a chorus of "Hello Miss" whenever she's on patrol.

"Sometimes I've had to go up to them and whisper a few words of advice in their ear, but I've never had to arrest one."

Does her police role affect her role as a teacher? Miss Turner believes that it would be dangerous in school to use the added authority she has outside. If the police work has helped her teaching, it's in a feeling of increased confidence,

rather than increased authority. "It's also given me a way of talking to the more difficult senior boys that I might not have had otherwise. Football is always a good starting point for a conversation. But as far as swearing is concerned, they don't get the same fun out of using bad language in my presence because I've heard it all before and they know that."

Nevertheless, she agrees that colleagues and pupils probably see her as an authoritarian figure, and her role as receiver of referrals for bad behaviour and patroller of corridors strengthens that image. Not that she equates the corridors with the streets. That sort of link would be dangerous. In school, there's the delicate balance to be sought between being the authority figure and the gentle guide: "I've got to be prepared to deal with someone I find smoking, and mop up the tears of another one I find crying."

As far as classroom neutrality is concerned, Miss Turner sees no conflict of interest between the two roles, even in a climate in which some see the force as less than irreproachable. She refuses to be drawn into identifying her role in the police force with those who are subjects of controversy, although as in other forces, Sussex Specials took on more of the mundane police work to free their regular colleagues during the miners' strike.

She certainly does not defend police misbehaviour, and at times has offered advice to pupils who claim their friends have been "thumped" by police officers, about how properly to go about

making a complaint. "We expect an awful lot from our police. We somehow think that by putting them in a dark blue uniform we suddenly make them into perfect human beings."

Where does she find she has a contribution to make on these subjects, it's on a level of knowledge rather than opinion, remaining dog-

She also stresses that in her role as careers teacher she isn't on the lookout for likely recruits. Obviously her knowledge of police work can be useful if pupils approach her about going into the force, but if they do seem genuinely interested she generally puts pupils in touch with the local police, as any good careers teacher would.

Miss Turner points out that her work as a teacher isn't affected by how much time she puts into the job. She doesn't find any difficulty in putting in a nine-hour day at school as well as undertaking her policing duties. And much more of her time will be spent behind a desk as a result of her promotion from chief sub-divisional officer for the Hove Specials to Britain's first woman commandant (in charge of Specials throughout Sussex and answerable to the county's chief constable).

At present, she's spending a lot of time touring the county and meeting the 670 Specials (who include surveyors, electricity workers, bus drivers as well as a handful of teachers) in her command. "My colleagues think I'm crazy," she says, "because I get cold and wet and don't get paid."

day out, should be allowed to assess their peers? The most useful criticisms and positive, helpful insights into my teaching have come from conversations with my scale one colleagues, and sometimes from the pupils.

In my six years of teaching I have been given much well-intentioned but essentially meaningless advice by advisers and heads, who seemed remote from the job that I was doing. I have, however, changed my teaching for the better many times after a friendly word of criticism from someone I trusted as a close friend and colleague.

One educational thinker and writer that I have found most valuable is John Holt. How did he acquire the profound insights into the processes of learning that pervade books like *How Children Fail*? Those who read this book will remember that it was the probing questions of a friend, colleague and peer, Bill Hull, that led to many of his most important discoveries. I wish, and I need, to be appraised by someone I can trust and talk to as a friend.

I am pessimistic about assessment. I think that because it is statutory and hierarchically conceived it will fail. I feel sure that my union will call for non co-operation with any system of staff appraisal. I shall be delighted to comply with its recommendations and I believe that thousands of other scale 1 teachers will do the same.

Stephen Austin is scale one teacher in West Sussex.

Value laden

Sir - In my experience, the great majority of our teachers are first class. They could teach anything to anybody who wanted to learn, but even the wisest teacher could teach nothing to one who did not want to learn.

The present debate on the GCSE seems to be based on the theory that the quality of education can be improved by administrative changes. This is not so. The quality of education in schools is directly related to the esteem in which it is held by society at large.

In the earliest stages, the teacher can provide motivation by a system of rewards (and, perhaps, punishments). At a later stage, learning becomes more difficult and pupils begin to ask themselves whether the effort is worth while. If they decide that it is not, that is the end of the matter.

We simply have to contain them as best we may until the school-leaving age provides a mercurial release. No amount of tinkering with the examination system, teachers' contracts or the administrative structure will make any difference. (My own judgement is that some of the current proposals may very well make matters worse.)

In the days of the Working Men's Institutes and the like (as in Africa today) there was a hunger for education for the rewards that it brought. This is no longer so and trying to force education down unwilling throats is getting us nowhere and will continue to do so.

Probably illiteracy could be elimin-

ated overnight by abolishing the school-leaving age and allowing children to leave only when they had reached an acceptable standard in a genuine school-leaving examination. This, however, is minimal and hardly seems to be what the minister has in mind when he talks about improving the quality of education in our schools.

At a higher level, many more children and their parents need to be convinced that the rewards of acquiring an education are worth the effort that it takes. (Politicians who think that parent power will do the trick are simply out of touch.)

D J LUKE
Retired chief inspector of schools
Pilgrims
Hamwood Road
Salisbury, Wilts

GCSE risks

Sir - Sir Keith Joseph claims that schools are able to introduce GCSE, and views postponement requests as evidence of unwillingness rather than inability to work towards it.

Chemistry is one of the two syllabuses which have been approved and circulated to schools so far. The other sciences have not received approved syllabuses. My syllabus differed markedly from the draft.

Science in the lower part of the secondary school is an entity. The work-scheme leading up to the GCSE courses can only be drafted when all the new syllabuses have been published in their approved form.

It is not possible to redesign courses of work affecting five years of education, consult other related departments, order the relevant equipment, write the new work booklets to supplement non-existent textbooks in three months, and do a professional job.

Last year I received my largest-ever departmental allocation - £330. That sum is meant to provide textbooks, exercise books, chemicals and apparatus for the 104 students in the fourth and fifth years, chemistry's share of the students taught to the lower school numbering 14. The school is clear - £330 for each of equipment, transport, or apparatus cannot be ordered until a textbook has been selected. That can not occur until the publishers produce the texts. Several inspection copies of textbooks have been requested from publishers. But the reply is always: Not yet published, ready in September.

The I.C.E.s say they are not ready due to inadequate finance, the publishers certainly are not, the syllabuses are not ready, the time are not equipped, staff are not trained in the assessment techniques, the new schemes of work cannot be planned. Teachers cannot prepare professionally because Sir Keith will not postpone; despite his professed concern he cannot care for the children who will suffer the effects throughout their lives.

S R DONALDSON
Ponemact
York



Normal service

Sir - My attention has been drawn to the item entitled "Two-hatted head" (*TES*, March 28) which seriously misrepresented the situation in my school. The school was not, in fact, closed since a large number of students remained on the premises, and were provided with lunch in the normal way. I also remained on the school premises carrying out my normal responsibilities.

G LEON SMITH
Headteacher
Towmead School
Wise Lane
West Drayton
Middle

Project leader

Sir - Women in Publishing is a group which addresses issues in the industry affecting women.

It was established in 1979 and has a membership of 500. For some time we have been working to set up a survey to establish the facts about the position of women in publishing: areas in which women are employed; salaries; numbers of women in managerial/senior positions; conditions of employment; training, etc.

We also hope to make recommendations to publishing companies to ensure equal treatment of, and opportunities for, women in the industry.

Still alive

Sir - The article on the demise of the Microelectronics Education Programme (*TES*, March 21) refers to local authorities remaining in loose groups. Microelectronics and Computing in Education, which operated in the West Midlands under MEP, will continue to operate as closely as ever, at least for the next two years.

The four counties and seven metropolitan districts which form the region have agreed to continue the contributions they made to the running of the project over the past five years and these funds, together with "savings" gleaned from various entrepreneurial ventures, will keep us going for two, possibly three, more years.

The aim of fostering regional co-operation will remain unchanged. The level of our activity will depend to a great extent on our ability to persuade others to fund our plans. Negotiations for a six-figure Manpower Services Commission project next year are already at an advanced stage.

So, MACE is still functioning. We shall have to take the MEP logo off the notepad but we should be happy to substitute Microelectronics Support Unit if they have enough money.

IAN DOBSON
Chairman of MACE steering committee
Shropshire County Council
Education Department
Shrewsbury

A survey group has been set up and discussed this project with a wide range of people - our advisory group, senior women in the industry, personnel officers and academics - and we now have a clear idea of our aims and objectives.

We envisage a one-year project involving a survey, analysis of results and recommendations.

We are looking for someone to take on this project. If any reader is a research student interested in the subject, or knows someone who might be, we would be pleased to hear from her.

VAL STEVENSON
The WIP Survey Group
96 Mansfield Road
London NW5

Real integration

Sir - Your correspondent, M J Blackland (*Letters*, March 14) asserts that I argue against myself in my article "Closing the special gap" (*Talkback*, February 21). This is not the case. I do not denigrate the trend to integrate using released resources for support. I do condemn the trend to integrate without thought for the sake of a fashionable ideology.

I agree that needs of children must be examined on an individual basis. My argument is that such an approach needs to be adopted in our comprehensive schools if they are to be true to that title. M J Blackland asks for a clearer definition of "integration". I agree that

such a definition needs to be established. A reasonable operational definition would be to me that given for "functional integration" in the Warnock Report.

I believe what is of more importance is to establish a definition of "normal curriculum". Special needs will always be defined in curricular terms. Until we are willing to emerge from our broom-cupboards and become involved in developing a comprehensive curriculum we shall always be doing our children a disservice. The point of my article is that the maintenance of divisions is unjustifiable.

CAMPBELL RUSSELL
Head of special needs
Kingsway
Chester, Cheshire



At the grassroots

A worm's eye view of teacher assessment from Stephen Austin.

GCSE, whereby heads, advisers and team leaders act as disseminators of national criteria to the scale ones and twos, is both a symbol and a grotesque caricature of the hierarchical approach to management in schools.

This approach, which holds sacred the doctrine that only those "above" know what is good for those "below", is set to permeate appraisal in schools. The *TES* has considered appraisal in its columns many times - usually with articles written by the new breed of "super heads" or CEOs.

All those involved in school management need to consider what those ordinary scale ones on the bottom rung of the teaching ladder feel about appraisal and assessment.

Any system of assessment which accepts, without question, the present hierarchy of management of the teaching profession, is doomed to failure.

The deputy head of my last school spoke to me after he had been on a course on staff appraisal. I

asked who was going to do the appraising of ordinary teachers like myself. Those on the course had agreed that only heads and their deputies were sufficiently qualified and experienced to assess the performance of scale 1 teachers.

Would scale one teachers get a chance to assess their heads? Oh no, I was told. Surely I could see that a scale one teacher could never understand the pressures and problems that form part of a head's job.

This is not an unusual attitude. Many middle-managers in schools genuinely believe that they are not fit to assess us, but that we are not fit to assess them. David Trethowan (*TES*, March 21) argues that only headteachers with sufficient recent experience of "the rigours of school management at a senior level" should be allowed to assess other heads.

Then surely only scale one teachers who understand what it is like to teach a full timetable day in

The ACAS initiative now being discussed by teaching unions and the employers contains a commitment to recognise the central role of the classroom teacher. As a scale one teacher, I welcome the inclusion of that phrase, but feel that without a significant change in the attitudes of the DES, i.e.s.s, chief education officers, advisers and headteachers, it will remain just so many words.

I have heard it all before, far too often. Most heads like to suggest that they run democratic schools; but a suggestion of democracy is often all that exists. Many people who write in the columns of *The TES* fail to grasp what it is like to be at the bottom of a hierarchical system of educational management.

Curriculum development is seen as the province of those higher up the tree. New ideas are imposed from the top. Initiatives developed at grassroots level are rarely given time breathing space.

Throughout last year, headteachers have complained that the withdrawal of goodwill by teachers has arrested curriculum development. But in my experience, ordinary teachers continue to examine their craft and to discuss new approaches, albeit informally. The only things arrested during the dispute are those initiatives imposed from on high. Heads seem to think that the staff meetings they organize are the only ways of bringing about new ideas.

The very idea of "cascade training" for the new

The child abuse challenge

Rick Rogers investigates how teachers are to cope with yet another growing social concern.



Adults are reluctant to use videos like Rolf Harris's *Kids Can Say No* for fear of the disclosures they might provoke.

Last year, when teachers at Croxteth comprehensive in Liverpool could not interest local education officials in developing curriculum material on child abuse prevention, they set about producing it themselves. This is just one example of the general lack of professional awareness that schools might be able to do

Croxteth now runs its own staff training days on abuse, concentrating on social work procedures, links between the different professionals involved, implications for pastoral structures and the setting up of prevention programmes for children.

Brendine Jackson, the deputy head, says money was raised through a local appeal and an interdisciplinary group of teachers, social workers and child care professionals was formed to meet monthly. This has started to look at children in the school who have become victims of, mainly, sexual abuse and at methods of prevention. They are putting together a range of resources such as videos, teaching packs and input for the school from social workers and others involved in child care.

In January, a curriculum package on abuse prevention was built into first-year pupils' work. It focuses on observation skills and memory training; rights and personal safety; identifying dangerous situations and how to cope with them; and disclosures of abuse.

But materials for use in school are just part of a new focus of attention by groups of teachers, social workers, educational psychologists and education welfare officers trying to give the school a key role in the dual tasks of identifying abuse and, more crucially, its prevention. Training, multi-professional teamwork and developing the right structures in schools for dealing with abuse are also being scrutinized.

Those teachers doing the scrutinizing remain a small minority, often with little help from heads and administrators. But Colin Smart, director of South Tyne social services, says that teachers should not be too pessimistic about current lack of consideration for their role in prevention.

"So much of the work and the literature is about reacting to situations and picking up the pieces. Very few people have looked at the question of what we, as professionals and as a community, are going to do to stop child abuse."

Peter Maher, a Newham deputy head, agrees that pastoral care in schools has also focused too much on coping with crises as they happen, rather than on helping young people for the future. He organized a recent weekend seminar for the National Association for Pastoral Care in Education (NAPCE) - with sponsorship from Barnardo's, the NSPCC, and Save the Children - as a first shot at changing schools' direction and involving child care professionals alongside teachers. One major consequence of that seminar was to highlight the size of the gap between those professionals, with education and social services knowing little of each other's ways of working and language.

At a result, much existing work on abuse

prevention based on social services bypasses teachers because of poor liaison and social services staff ignoring the importance of schools and the feelings of teachers.

David Jones, general secretary of the British Association of Social Workers (BASW), says: "Teachers have very little power or immediate responsibility for decisions once having referred a case of suspected abuse."

although the response to the abused child in the classroom may be crucial to his or her future welfare and development. This powerlessness can be a source of considerable anger and frustration, especially when the decisions of others seem inappropriate. The result can be ill-feeling and bitterness which, if not understood and taken into account, can cause considerable problems for and

on abuse prevention - again within a general safety context. The project is currently working with 138 schools in 11 L.E.A.s. It highlights how much background work must go on for schools to be competent to provide a substantial and broad-based health education package into which to fit, discreetly, a child abuse element.

Bedenham junior school in Fareham, Hampshire, has incorporated its curriculum for its "investigative studies" programme, linking science, history and geography. Health education topics are now built in according to the age and development of the children. Apart from a coincidental local schools poster competition on "Stranger Danger", child abuse is not being dealt with in any explicit way. Rather, says Martin Mills, the headteacher, "we try to make children

and unco-ordinated commercial materials with little or no linked training. This has already happened in Australia and the US.

Carolyn Okell Jones, senior social worker with the Tavistock Clinic, who co-produced the Rolf Harris video *Kids Can Say No* with Jessica Skippon and Anita Bennett, highlights another problem. Many adults are reluctant to use abuse prevention materials with children because they are scared of the subject, and of having subsequent disclosures. She says that while 50,000 adults are estimated to have seen the Harris video, very few children have.

The same team is now producing a training video to guide teachers in the use of prevention material. This new video, ready in late May, aims to get teachers thinking about abuse, to help them prepare the right context for introducing materials into the curriculum and for handling disclosures, as well as considering the relationship between schools and parents, and the need to sort out local policy issues.

Negotiations are now under way in two local authorities - Newham and Gloucestershire - to set up a major curriculum development project on abuse prevention. The two-year project will be a joint venture between the L.E.A., voluntary agencies and schools. In the first year, materials will be developed and tried out in schools. The work will be evaluated and disseminated in year two.

General aims are to provide support for children and to alert them to the problems of abuse, offer a structure for parents that will involve them in the work and improve parenting. Professor Richard Whitfield, formerly UK Director for Save the Children and now a reader at Gloucestershire College of Arts and Technology, is co-ordinating the negotiations in that county. His work on parenthood preparation courses in schools has convinced him teacher training is vital. He wants a multi-agency training approach and the establishment of more effective networks of support for work in schools.

He argues that prevention of child abuse "represents a challenge to our curricular priorities". He says: "Prevention is centrally a matter for education, and therefore for appropriately informed teachers, in the classroom and elsewhere."

Kidscape teachers' pack from 82 Brook Street, London W1Y 1YQ; phone 01-493 9845.

Self Esteem and Personal Safety training package from Tavistock Publications; 11 New Peter Lane, London EC4P 4EE; phone 01-583 9855. *Kids Can Say No* video and the new training video, both from Rolf Harris Video, 43 Drury Lane, London WC2B 5RT; phone 01-240 8777. National Society for the Prevention of Cruelty to Children (NSPCC) is at 67 Saffron Hill, London EC1N 8RS; phone 01-242 1626.

Health Education Council Primary Schools Project is at the Department of Education, Southampton University, Southampton SO9 5NH.

'Teachers have very little power once having referred a case of suspected abuse...'

even harm to the welfare of the child."

What all professions emphasize most now is the need for training - preferably on an interdisciplinary basis - to develop this area of work. But so far, training remains a neglected area - apart from in a handful of L.E.A.s.

The Inner London Education Authority is about to launch a training project linking with Thames Television's new *Kidscape* venture on helping teachers, parents and children on preventing sexual abuse. The idea is to train the trainers. Ten advisory teachers - one for each of ILEA's divisions - will be trained by *Kidscape*'s Michele Elliott to run workshop sessions for primary teachers, parents and children on child abuse prevention.

Parents and teachers will be consulted about whether they want such lessons in their own school. If they do, child abuse prevention will be incorporated into a primary school's general programme on safety - in the home, near water, and so on. Staff and parents will be able to decide at what age children are introduced to the abuse prevention element of the programme. Jill Clay and ILEA Inspector for health education and personal development, says: "We intend to use the best of *Kidscape* with what teachers do ordinarily in the classroom on safety."

Kidscape is also planning more "multimulti" multi-professional training courses in, for example, Bexley, Hampshire and Rochdale. Since its launch in February, more than 10,000 parents' packs on sexual abuse prevention have been issued. A teachers' pack will also be available from this month.

The Health Education Council's project on health education in primary schools, based at Southampton University, is also starting to focus

confident about themselves, develop an atmosphere of trust in the school, and make time to listen to what the children have to say."

Some of the NSPCC's regional child care teams, such as Cardiff and Manchester, go into schools to discuss sexual abuse. In Rochdale, John Pickett, NSPCC regional child care officer, solved the problem of uninformed administrators by persuading the local authority's directors of education and of social services to attend a role-playing training course. Things began to move after that.

Unlike the Croxteth teachers, who believe work should start at the grassroots, John Pickett reckons it is vital to target on key professionals at the top: to ensure developments actually take place. Rochdale is now working on the idea of training two people in each school in techniques for handling disclosures of abuse and encouraging prevention. Two teachers can offer each other mutual support in what is often a distressing situation.

Rochdale's area review committee, which co-ordinates the work of the various agencies involved in child abuse, has also set up a training subcommittee with, unusually, a teacher member. Training courses are paid for from the proceeds of a series of booklets on abuse issues aimed at professional staff, including teachers.

At a different level, the Child Care Consultative Team at Great Ormond Street Hospital for Sick Children has just published a training package on *Self Esteem and Personal Safety*. Dr Eileen Vizard, a child psychiatrist, says it is aimed mainly at professionals treating cases of sexual abuse but teachers should also find it useful.

Both Peter Maher and Michele Elliott express the fear growing amongst a number of professionals that there will be a proliferation of unsuitable



Look, no walls

Sarah Farley finds out why Berkshire

Everyone likes open plan at Hawkedon primary school in Reading; the teachers like it and so do parents and governors, children and advisers.

Heather Toynbee, the headteacher, so relished the idea of open plan that she gave up her job as head at a semi-open plan primary school and took a drop in salary 18 months ago, for the privilege of moving to a brand new, fully open plan school serving one of the contenders for the "biggest housing development in Western Europe" award.

"I wanted to work in a totally open plan school, and one that was unformed," she said. "From the very beginning, I was able to appoint staff and organize the school along the lines I wanted so that I could exploit the advantages of open plan to the full."

Many things are possible in open plan that would be much harder, or impossible, in traditional classrooms, she says. Not that open plan always works: she recognizes that foisting open plan on an unwilling staff can be a disaster.

What she does say is that in her school open plan does work. Which is why she, and Rodney King, Berkshire's primary adviser, were so concerned to read Linda Hall's damning "generalizations" about open plan in the article "Open and shut case" (TES, February 14).

Berkshire local education authority favours open plan, attaching open plan wings to existing schools and building new schools without walls. Over the past 20 years, some 10 to 15 per cent of the county's primary schools have become, to some degree, open plan.

"There is a common misconception that open plan schools are much cheaper to build than those with internal walls," said Rodney King. "In fact the difference in cost is not so great as to make it a significant factor. The real reason is that we believe children achieve more in an active learning situation. Open plan provides the flexibility necessary for that approach to teaching."

No traditional-style primary schools, of what Rodney King terms "the box variety", are being built in Berkshire and there is a policy of recruitment aimed at appointing teachers predisposed to open plan. "Many teachers already in Berkshire were positive in their attitude," Rodney King said. "But we did encounter some resistance from staff."

In Rodney King's estimation, with Hawkedon primary school, Berkshire has just about got it right. Being a new school, all the staff are keen open-planners. So, in its flag ship, how is the oft-quoted "flexibility" being exploited?

"One advantage of the school being open plan is that we can rearrange classes with ease," Heather Toynbee explained. "We do this partly to suit the needs of individual children - if an upper infant's class is racing ahead in maths, he or she can simply move to the next table and join the lower juniors for a while. The child is still in the same area as their friends and the moving around is sufficiently common for it not to excite comment."

"But a particular bonus for us at the moment is that because we serve a rapidly growing estate, we need to be able to cope with sudden influxes of



children of all ages. We are not constrained by the sizes of classrooms, so we can simply reorganize the groupings and rearrange the furniture to accommodate the new arrivals."

The teaching part of the school is three sides of a quadrangle, the fourth side being dining hall, offices, staff room and main hall/gym. A second wing is yet to be built on the other side of the hall. So Heather Toynbee can walk from her office through a short but uncovered walk-way, pass through double doors, and enter the reception class area of the school.

The age of the children increases as she completes the square and reaches the door to the main hall. The area through which she walks is the "wet" area, where activities of a constructive and possibly watery nature take place and the floor is tiled. To the left of this area are partial rooms, divided by partitions, which is where the children sit for their morning muster with their class teacher and for activities that require a quieter setting.

Heather Toynbee and her staff work hard to create the relaxed atmosphere in their school. There are no bells, the divisions between "lessons" are fluid, depending on what activities have been undertaken. The staff work in teams of two, organizing work and supervision between them but there is a great deal of cross-fertilization of ideas between the teams, especially over the communal school project, "Life's rich pattern", this term.

As you would expect from teachers who have

when my children are producing work of this calibre?" she asks.

Noise does not seem to be a problem. That is not to say that the children all sit in enthralled silence. There is, as Margaret Beech says, hubbub, but it does not appear to distract the children unduly. The quality of silence is valued though, as emphasized by the Monday morning reading time, quiet for the purpose of enjoying books.

Parents are frequently to be found in the school. Mothers take small groups off to the staffroom for help with reading. They walk unobtrusively past the clusters of working children. Heather Toynbee believes the curriculum begins at 8.30am, when the school opens, and that everything that happens in the building after that is concerned with education in its broadest sense. Parents, in her opinion, are an essential adjunct to the curriculum.

Everyone in the school has to be tidy. Art materials, books, coats, lunch boxes, paper - all have their place that children and teachers alike have to know and abide by. Inevitably there is not as much storage space as the staff would like and there are one or two unwieldy arrangements. But the staff approve of having to share resources: it gives them access to a wider selection, prevents hoarding and, by seeing how other staff use resources, encourages creativity.

Given the opportunity to change their surroundings, there are, of course, suggestions. Heather Toynbee and her staff could make the wooden sliding doors, provided in order to close off the "room" areas, are seldom drawn completely and yet take up valuable wall display space; acoustics could be improved (the open ceiling, with attractive beams, is said to heighten rather than dampen sound); a couple of more sound-proofed areas would be welcome, for teachers wanting a group of children to be especially quiet or noisy (at present, music has to be performed in the staffroom).

As more children join the school and it reaches its target of 400 children, the need is felt for the new wing. But here something seems to have gone awry with Berkshire's planning policy. The staff at Hawkedon primary school emphasize the advantages of having all the primary age children in the same building: it aids the flexible grouping of children and it provides the opportunity for ideas to flow from class to class.

But when the new wing is built, it is to be the infants' wing. The school will be divided in two. "Ideally, we wouldn't have had any sort of division," said Colin Trembath, Berkshire's senior primary adviser. "But for financial reasons the school had to be built in two stages and this seemed the best solution. I am hopeful that any problems of transition and loss of flexibility can be overcome by having a good integrated infants and a curriculum that shows continuity."

Heather Toynbee is not daunted. "It wouldn't have been my choice to separate the infants and juniors in this way," she said. "But we will just have to work hard at making sure we do not create two open plan mini-schools."

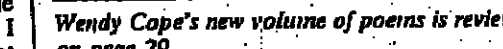
Nationally, schools face a series of difficulties in implementing the full

In short, I suspect that most subject departments in most schools could be justified in declaring an inability to provide the necessary moderated assessments of an adequate professional standard. They would then, *en*



Peter Jackson is head of English at Sandown High School (top)

Hilary Stonefrost

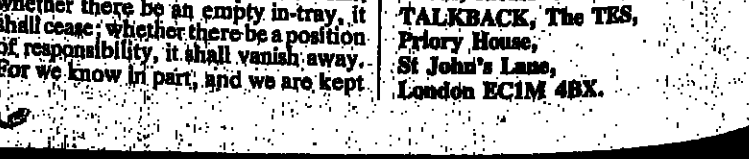


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BOOKS

Multicultural Education: Towards Good Practice Edited by Ranjit Arora and Caroline Duncan. Routledge and Kegan Paul £14.95. 0 7102 0225 6.

The Politics of Multicultural Education By Madan Sarup. Routledge and Kegan Paul £6.95. 0 7102 0570 8

During the past two decades, the crises of the monocultural orientation of the British educational system have come to be divided into two groups. Some advocate "multicultural", and others anti-racist education. It is easy to see how the division occurred. In the late Sixties multiculturalism meant little more than celebration of non-Christian religious festivals, special courses for the ethnic minority children along the lines of the American black studies programme and potted accounts of non-European civilizations in the curriculum of all children. This wholly inadequate view naturally provoked a reaction in the form of anti-racist education. Since anti-racist education was largely a reaction against multicultural education, it defined itself in terms of all that the latter was not. Unlike multicultural education it was interested in power rather than culture, the political and economic issues, and in changing the social and educational structures rather than children's attitudes.

Of late most educationists have begun to realize that both approaches are one-sided. Multicultural education cannot open up the educational system

unless it challenges the present dominance of the ethnocentric paradigm, and it remains ineffective without an anti-racist thrust. Similarly, anti-racist education remains negative unless it is given a well-conceived curricular content. And it runs the risk of forfeiting the autonomy of the school and its limited power to do good if it blatantly characterizes it in the service of political objectives. Both groups are also beginning to realize that rather than engage in sterile ideological rhetoric, they should get down to the unglamorous task of understanding the complexity of the British education system, examining the experiential and research evidence, and devising effective ways of evolving a genuinely non-racist educational system.

Arora and Duncan's book is a sign of the changing climate and to be warmly welcomed. Although the ghost of the earlier ideological debate still haunts some chapters, most concentrate on the practical task of exploring what precisely is wrong with British schools and how it can be put right. Some chapters examine the nature of multicultural education and the problems involved in introducing it, whereas others explore how a multicultural

perspective can be applied to the teaching of such subjects as history, the arts, ESL, mathematics and the sciences, and to teacher training. All the chapters are clear and level-headed and make useful practical suggestions. Unfortunately the book concentrates on multicultural curriculum at the expense of other areas of multicultural education, and lacks a clear theoretical structure. Nevertheless it is a useful collection and deserves to be widely read.

Mr Sarup's book is very different. Its moving and tragic introduction sets the scene well. He tells us that his mother died of ill-health at 35, his father died mysteriously during the riots following the Partition of India, his brothers and sisters are scattered all over the world, and even after 44 years he feels an exile in England. In a desperate attempt to make some sense of all this, he came across Lenin's pamphlet on imperialism, and that put his mind at rest. As he says, "But now that I am beginning to understand, I don't cry any more". One sees the point of what he is saying, for personal tragedies do occur within a political context. However, one cannot help asking if political factors are not medi-

ated by human choices and chance, and if the tragic story of a unique life is not vulgarized when reduced to the interplay of large social forces.

Mr Sarup entertains no such doubts. Despite periodic disclaimers and qualifications, he is convinced that Marxism offers the key to the British educational system. Capitalism is in "the throes of an intense crisis". Race is one of the most important sites where the crisis acutely manifests itself and must be fought. The educational system is a vehicle of racism and needs to be radically transformed. This cannot be done by means of multicultural education, which is essentially "social democratic", only concerned to change children's attitudes rather than fight structural inequalities, inherently apolitical, and part of the bourgeois state's strategy to defuse and deflect black resistance. What we need instead is anti-racist education, by which he means that the schools should appoint more black teachers, refuse to appoint racist teachers, discipline those behaving in a racist manner, teach the usual subjects in an anti-racist manner, include the teaching of dialectical materialism and the history of colonialism and neo-colonialism,

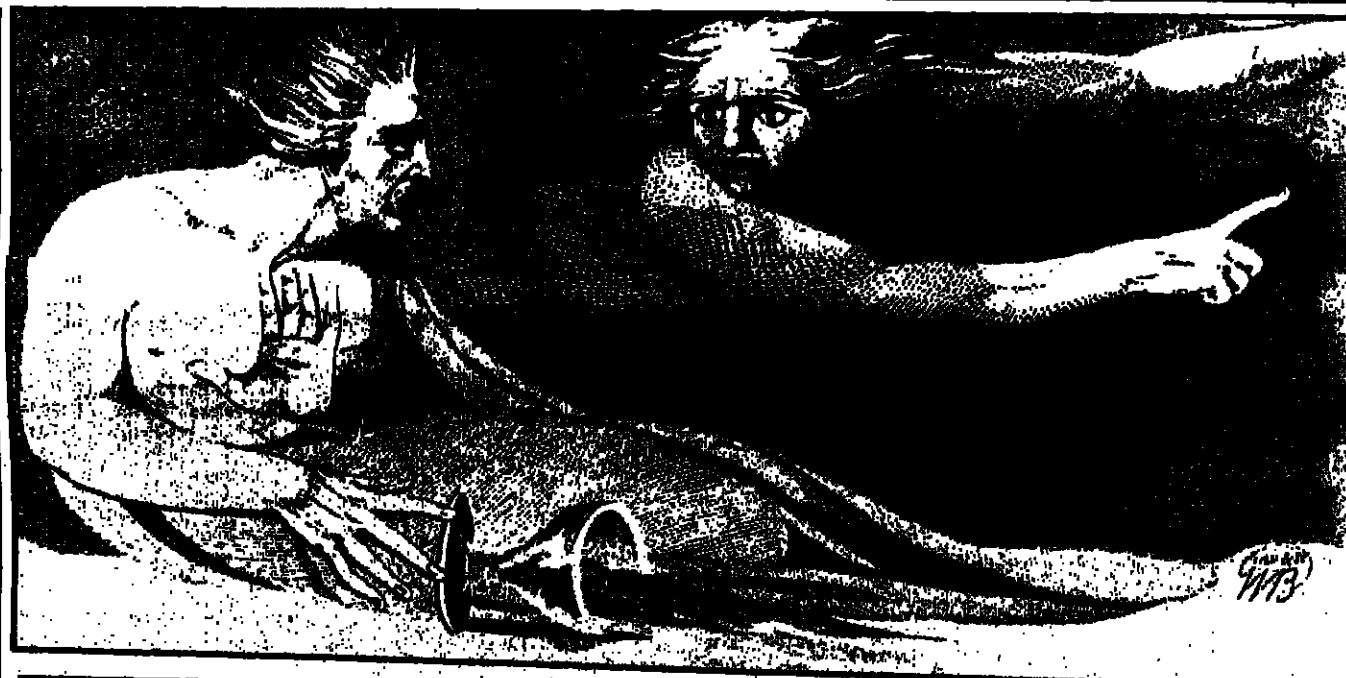
highlight the causes of war and militarism, combine mental and manual labour and point out the internal contradictions of capitalism. Although Sarup's book offers useful insights into the nature of society and ideology, it has several limitations. As Marxists now appreciate, racism cannot be seen as a mere consequence of capitalism. Racial conflicts are not all class conflicts in a different guise, and often cut across class boundaries. Moreover, anti-racism is not the monopoly of Marxism, and its case suffers if tied to the overthrow of capitalism.

Again, like other institutions in a liberal society, each school is relatively autonomous and responds to the local dominant ethos in its own manner. Racism in education cannot therefore be fought in the same way as that in employment or immigration. Sarup also fails to do much of what he recommends, they would provoke little resistance and lose whatever limited power they currently possess. In many a Marxist he is caught up in the paradoxical position of theoretically recognizing the severe constraints on the school in a capitalist society but not appreciating their practical implications. Finally, while schools must do more energy and enthusiasm in eliminating racism, it is somewhat naive to think that racist teachers can be easily identified, anti-racist perspectives can be unambiguously defined, and that socially entrenched racist attitudes can be countered by teaching dialectical materialism or the history of colonialism.

"Like that, the did speak" - one of the engravings in *Thoughts on Time, Death and Friendship*, reproduced in David Bindman's *The Complete Graphic Works of William Blake* (Thames and Hudson £14.95). This surprisingly cheap volume contains every printed design by Blake as well as major variants: its 765 illustrations are beautifully printed in large format.

How not to fight racism

by Bhikhu Parekh



Equality and opportunity

Despite increasing percentages of women entering universities as undergraduates, the percentage of women teaching in universities was still, in 1980-81, less than 14. The percentage of female professors was less than three. Five years of cuts are hardly likely to have improved the situation. In Women who teach in Universities (Trenton, £11.95, 0 948 080 00 0), Margaret Sutherland compares these British figures with the situation in France, Finland, and East and West Germany, finding more equality only in Finland.

It was not prejudice among the male-dominated universities that the women university teachers interviewed tended to blame, but the more insidious inequalities women experienced simply by living in society: their greater commitment to child care, their relative lack of mobility if married to go where the job are, and their loss of several years of research and career interests while on maternity leave, particularly in countries where a major post-doctoral thesis is a requisite for promotion. There was also a consensus of opinion that women in university teaching were particularly conscientious with regard to teaching and pastoral duties, sometimes at the expense of their own research, and particularly careful to disrupt their departments as little as possible by their maternity arrangements, even carrying on working when technically on leave.

These were the opinions of the successful. To get a complete picture,

as the author points out, we would need to know far more about those promising female students who didn't become university teachers, when their male counterparts did. Just getting the chance to study for a degree can be enough of a problem. For those many adults who have never had the opportunity, the JMB Mature Entry Scheme could be a way. The Progress of Mature Students (by Alan Smithers and Alice Griffin, JMB, £10.75, 0 901628 441) assesses its operation in relation to the enquirers and applicants of 1980. Many potential students were put off by the amount of paperwork required, by the need to sit a written entrance examination and the lack of information about what it would involve, and by the lack of counselling in general. Some found it financially impossible, since the state is likely to pay you less to study, by way of a student grant, than it will pay you on supplementary benefit to stay at home. But of those who made it to university, despite some apparent adverse effects on employment prospects, notably in the police, not a single one regretted it. JMB are looking into ways of improving their scheme in the light of this assessment.

Staff Training in Libraries (by Ray Prytherch, Gower, £15, 0 566 03524 3) is a more general evaluation, designed for trainers and trainees, of a more specialized area, with recommendations for future developments. Health education used to be regarded as a specialized area too, but New Directions in Health Education

(edited by George Campbell, Falmer £14.95 and £7.95) suggests that it is far more effective when coordinated across the curriculum and integrated between school and community. There are articles here from the USA and Europe, as well as this country. Kinley Whitmore, however, concentrates on the British experience in Health Services in Schools - a New Look (Blackwell, £4.95, 0 632 01420 0). He describes how the school health service developed from the beginning of this century, and suggests how it might be improved, for instance by getting rid of the rather rigid view that school doctors and nurses prevent, while GPs cure. And it's vital that school doctors should liaise closely with teachers and educational psychologists.

Rescuing the Comprehensive Experience (by Bernard Barker, Open University £20, 0 335 15141 8, £6.95, 15116 7) reviews the arguments for and against common schooling, and suggests why comprehensive have not always been successful. Much of it has to do with goals and curricula having been inherited from grammar schools, and being inappropriate for most comprehensive pupils. Some of it has to do with traditional, hierarchical authority structures in the schools.

Exactly the same factors are blamed by David Pothana for many discipline difficulties in Classroom Control (Methuen/BPS, £1.95, 0 901715 43 3, £4.95, 41 7). Where tasks are inappropriate, and pupils see failure in them as inevitable, classroom control is likely to fall apart. Different psycho-

logical theories can be applied to devise coping strategies. The behaviourist will apply stimulus-response theory, reinforcing desirable behaviour with rewards without worrying too much about what caused the undesirable behaviour in the first place. The cognitive psychologist will be more concerned with causes and try to remove these. The average teacher, however, will be more concerned with the strategies which work. Like Rescuing the Comprehensive Experience, Classroom Control will, without being startlingly original, be a sound introduction in its area for education students.

Neither Europe: a Leap in the Dark (by Hendrik Brugmans, Trenton £4.95, 0 948080 01 9) nor The History of Education Today (by Antoine Lantieri, £1.17, 92 3 102271 7) is easy to read. Professor Brugmans ranges around the world, writing in a millennially generalities of nations ancient and more recent past, and the responsibility for world leadership. Was it his translator who bestowed an unexpectedly modern dimension on his mistrust of the search for the land of Cockaigne, by rendering it the "land of cocaine"? Professor Lantieri urges the establishment of the history of education as a discipline in its own right. He discusses what history should be and what it has been, recently, in France, but his premise that you can compartmentalize different areas of history seems fundamentally wrong.

Jessica Saraga

Time for a new slogan

Sarah Jane Evans on publishing's steady decline

The Publishing Industry - Growth Prospects Fade? By Michele Field. Comedia, 9 Poland Street, London W1. £15. 0906 890616.

Each year in Britain we buy 560 million books, and over 50,000 titles are published. All very buoyant, you might think, but according to one industry survey, "In 1983 we spent on paperbacks over nine times the amount we spent on hardbacks". Despite the boom in paperback sales, we still spend more on greetings cards than on all paperbacks, while the receipts from advertising literature in 1983 were more than twice the value of the receipts from school textbooks. And though we spent £2528 million on reading matter in 1983, only a quarter of that went on books: magazines and newspapers took the lion's share.

The forecasters aren't cheerful about the prospects: unit sales have not risen for a long time, with worrying implications for authors and publishers (not forgetting the poor bookseller groaning under the flood). For years educational publishing has been the safe haven for the cautious publisher, but in the 10 years since 1972 the school textbook market declined by nearly one-fifth in Britain and by more than one tenth in the overseas markets. It looks as if we are turning again towards "recreational" titles, and may expect to see an increase in fiction and general non-fiction. Thus publishing's future is probably as a leisure industry.

This is the gist of the conclusion of Michele Field's brief industry survey. She finds cause for concern in this, since the very people who are supposed to have more and more leisure - usually those who have been worst educated - have not been the book trade's traditional customers. She goes on to repeat one of the book trade's common refrains, that if it is to hold its own, then it has to make books more

attractive to the "uninitiated". What really makes Ms Field's report worth reading comes before the dutiful conclusion on page 48. Those of us who have worked in the industry find such surveys endlessly fascinating in the way they pull together the idiosyncrasies of individual publishers into some form of overall pattern. For those who haven't already discovered the heady delights of an industry that takes itself so seriously, *The Publishing Industry* is a useful introduction. It also raises a mass of questions. For instance, should we regard books as a luxury, on a par with tickets to Covent Garden or a meal out in a restaurant (in which case they are still good value)? Or should they be seen as ordinary pleasures, such as looking after a small garden, or a cat? If it's the latter, then apart from the public library system, books compare unfavourably.

How many books should we be buying a year? The surveys cited find that the average household buys one paperback a month, or one hardback every three months. Ms Field points out that the mother in the average four-person household is spending more on getting her hair done than on books for the family. Without raising any awkward questions about the relative necessity of personal hygiene, should we not be asking in an upright moralising tone, "Has this lady got her priorities right?" And what about the alarming fact that we spend as much (as little) a week on cheese as we do on books? Is this not a sign that Britain is going down the drain?

Privileges aside, *The Publishing Industry* shows just how far Britain has slipped. Many British publishers have lost their overseas markets in a most cavalier fashion for many years, only to find them with bookshelves long after they had appeared in the UK, and at high prices (Ms Field knows this well as a former literary editor of the

Sydney Morning Herald in Australia, a country which had put up with a good deal in the past and has now repaid the Poms by turning to the much more efficient US for books). The USA defeated Britannia's trade practices in the end, and this, combined with the fluctuations in sterling, has now led to a situation in which getting on for half of those 50,000 titles sold in the UK annually originate in the USA, although half are packaged and sold as if they were home-grown British products.

This report is welcome for its cheapness, if for no other reason. The three major surveys on the trade each cost about £100, while this is part of an affordable growing series from Comedia which has already covered *The Theatre Industry*, *Market Research* and *The Music Industry*. It covers all the major issues in the trade, though unequally - some are explained in detail, while knowledge of others is unfairly assumed. My only real quarrel is that I wish the author had spent a little more time on the selling of books. To be sure, few other industries have to handle the selling of 50,000 different products a year, of which well over half will be published in the second part of the year, and most sold in the seven weeks before Christmas. But in what other industries would you encounter a system of distribution where you may have to wait a month if the book you want isn't in stock, and where you may have to pay a surcharge if the bookseller has to order the book specially for you?

There are very strong arguments to be made for supporting the stockholding bookseller, but if you are going to set books into people's pockets, everywhere. The trade's time-honoured slogan is "Books are different". Perhaps it's time it stopped worrying about its cultural responsibilities and started to say, "Books are just like everything else".

Making Cocos for Kingsley Amls. By Wendy Cope. Faber £7.95 and £3.95.

One of Victoria Wood's best songs to date concerns the tribulations of an unwilling participant in Music and Movement ("I'm only a mixed infant, running around to a tune"). Wendy Cope does something closely akin with a poem called "Reading Scheme". "Here is Peter. Here is Jane. They like fun. / Jane has a big doll. Peter has a ball. / Look, Jane, look! ... Under their more familiar names of Janet and John, the ghastly couple have been waiting for decades to be picked off, and here is the coup de grace.

It's set in rhyming three-line stanzas, which are one of Ms Cope's favourite forms: the explosion of delight with which her little book has been everywhere. The trade's time-honoured slogan is "Books are different". Perhaps it's time it stopped worrying about its cultural responsibilities and started to say, "Books are just like everything else".

And also to the fact that her poems are things to live with rather than mere exercises designed to dazzle: all her parodies are imbued with affectionate amusement, and celebrate the things they hold up for laughter. "Baa baa black sheep" walks on stilts under the

direction of Wm Wordsworth. "Hickory dicky dock" burps pregnantly in the hands of T S Eliot; a portentous thought from Ted Hughes flowers into a very singable lyric by W S Gilbert. She offers a Shakespearean sequence ("Let me not to the marriage of true swine / Admit impediments"), a Rubáiyat from Norwood ("Here with a Bag of Chips beneath the Bough"), and of course the obligatory Martian exercise (in a public lavatory).

Hughes's thought - concerning the writer's need to "outwit his own inner police system" if he is to progress - is triumphantly borne out by the poems in this book: time and again one senses Cope's excitement as she is seized by a productively subversive idea. In poems about her father and about a school mist who creates rather without a trace of meanness; in a sequence of poems about the rain (mostly literary) pretensions, and partly to her easy mastery of a variety of literary styles.

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A question of ethics

Ethical Dilemmas in Social Work Practice. By Margaret L Rhodes. Routledge & Kegan Paul £17.95. 0 7102 0366 7. £7.95. 0775 7

There is (don't we know it) such a thing as unethical behaviour, an ignoring of certain set and agreed rules relating to bodies of people, professional, religious or political. The social worker (read teacher as case may be) fits into all these categories, conform to their rules and enjoy the security offered - and, precisely because of this, run into trouble. Do they, we have to ask, deserve the abuse regularly heaped upon them by an opinion-creating media? (Journalists, of course, have their own code of ethics.) Why do they, and we, have to suffer a succession of Maria Colwell-type tragedies? How is it that after such explosion we all wear "never again" only to see history repeating itself with despairing monotony?

In an excellently and broadly argued book, Dr Rhodes makes it quite clear that American social work presents its practitioners with as many ethical

decision-making dilemmas as does our own. In spite of a four-year qualifying course, as against our own two-year Certificate of Qualification in Social Work, students still leave college totally unarmed and unaware of what life and life's problems really are. "Nothing in the training..." (Or) "...my entire work prepared me for handling (the) daily issues". Yet, "To respond to all these issues would seem to paralyse the worker; it would be months before she could make any decision". Team work, group work, case conferences and, ultimately, the bureaucracy itself all serve to protect the worker and/or the agency; the client, the author argues, is always - and in all ways - "at risk".

Her chapter on "Dealing With Bureaucracy" is a critical analysis of no mean distinction, worth reading and re-reading if only because field workers need to recognize that bureaucracy is not in itself a dirty word; that if it were to be destroyed it would be replaced by the already growing hierarchical structure of professional seniors whose supervisory processes are already being questioned. We need

to ask "Whose and what ethics?" Dr Rhodes invites us to examine our personal ideologies in the light of their possible conflict with professionalism. Christianity, Judaism, Socialism, Marxism all have their own ethical responses to problems arising day by day. In many areas of decision-making there is no conflict. There is conflict, however, in areas of rights to privacy and the time it takes us to respond to clients' urgent needs. Should the social worker break rules in order to achieve necessary action, or should she go with her agency and advise patience, where patience itself has not only run out but its absence is now compounding the original problem?

The social worker on the spot can and must answer according to his or her own conscience. If the American Code of Ethics or the British Code of Practice are at fault, informed argument must make for change. Ethics are not carved on tablets of stone, nor are social workers anything but human. This book is a valuable contribution to our understanding of the human debate.

Joe Benjamin

Power house

Moray House and Professional Education 1835-1985. Edited by G Kirk. Scottish Academic Press £10.50. 7073 0455 5.

For over a century Moray House College in Edinburgh has been an important centre for what used to be known as "teacher training". This collection of papers marks a 150th

anniversary celebration. The papers, written by members of the college staff, deal with various aspects of professional education. The history of the college is outlined; the contemporary context is described; the recent "massive contraction" of teacher education in Scotland is discussed. Other papers deal with courses in community studies, courses for overseas students, in-service courses for teachers, research studies, "place" (formerly "teaching practice"), special education, educational management, guidance, multiculturalism, educational television, computing. Finally, possible future lines of development are discussed.

Bridget Loney



Womanising the Estremadura Front in 1936 - one of the photographs on show at the Arncliffe Gallery, Bristol, to commemorate the fiftieth anniversary of the Spanish Civil War. The exhibition will open at the Camden Arts Centre on May 22, and is complemented by a book, *No Pasaran*, published by the Redcliffe Press at £5.95.

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BOOKS

Hardy explained

Thomas Hardy: Towards a Materialist Criticism. By George Wotton. Gill & Macmillan £22.50. 0 389 20564 8.

Hardy, more than many writers, has his champions and detractors, and tends to arouse extremes of enthusiasm or denigration. Indifference to Hardy is relatively rare. The critical debate continues about his female characters, whether or not he was a pessimist; whether he was a novelist or as a poet. "Hardy's poetry" may be a term of praise or abuse, or purely descriptive.

Materialist criticism, like Feminist or Marxist criticism, is concerned with "the relation between writing and ideology", with historical-sociological cause-and-effect. More, or sometimes less subtly, it is concerned with propounding its own "ideology" and imposing this on the reader, who may wisely agree with what Keats said about poetry: "We hate that which has palpable date on us."

This book, on its author's admission, is "theoretical, critical and polemical". The thought processes are not as much expansive as reductionist: attempting to explain all events, ideas, beliefs by "the material, economic conditions of life of the historical



period in question". Accepting this statement by Engels (who later, in fact, modified it), Wotton declares: "I believe Hardy's writing can only be understood once the history to which it alludes has been fully grasped as a dynamic on-going process." As if to prove his point he proceeds to discuss at length the rural economy of 19th-century Dorset. Yet surely the im-

aginative corpus which constitutes Wessex is greater than the sum total of its parts, even accepting that this is one of them?

"The mode of production in material life," wrote Marx in 1859, "determines the general character of the social, political, and spiritual processes of life." The author shares this doctrinaire viewpoint, and includes much about Production, such as "Thomas Hardy and the Reproduction of the Relations of Production", in this book. If not a species of gobbledygook this is certainly for initiates rather than general readers.

Hardy's "profound contemplation of women" comes under scrutiny since he "posits an innate 'difference of nature' between the sexes", presenting his female characters with mixture of sympathy and "sexism" as "typical beings, unfathomable, contradictory, illogical and finally unknowable." Others: a view generally unpopular with materialists, Marxists, and Feminists.

Wotton is a disciple of Pierre Macherey, and this book is an antidote to "received Leavisite ideas about 'Literature', and to Leavis's exclusion of 'the good little Thomas Hardy' from 'The Great Tradition' of the English novel."

Richard Ormrod

Poetic forms

Reading Poetry. A Contextual Introduction. By John Williams. Edward Arnold £3.95. 0 7131 6455 7. Lyric. By David Lindley. Methuen £2.60. 0 416 31440 6.

Though John Williams dismisses T S Eliot with rather perfunctory hostility in his introduction to poetry for students, his thesis that poems must be read with a sense of the active collaboration they invite between reader and writer, and of the balance between the expectations raised by the genre and the satisfactions supplied by the particular poem, surely owes a debt to Eliot's essays. The book's overall effect is haphazard. Its historical focus is diverted at times by pedestrian digressions into the rules of scansion and its account of postwar developments devotes needless space to the battles long ago of the Movement and the Group, and the half-forgotten "Concrete" experiments.

A more interesting section discusses the use of a Miltonic voice by Wordsworth, with the accompanying differences in the poet's presentation of his self to his implied audience and in the purpose of poetic meditation itself. There is also a useful close reading of Charles Tomlinson, drawing particular attention to the sensitive ordering of his apparently free lines. The book is undirected, however, and it isn't improved by a number of misprints.

Tom Derry

David Lindley narrows his focus to specific poetic form, and to a better effect. He too argues for understanding the balance between tradition and the individual reader, essential for sympathetic reading. With a wide range of examples, he pursues the lyric both as a universal genre constantly shaped and altered by literary history. He has an engaging account of the relation between the lyric and music, from the Romantic thought "morally dangerous and unwritten by words," to the post-Romantic notion of music as an art's ordering power.

The longest section of the book is very readable history of the lyric. From the devotional poems of medieval poetry and the social satires of the Elizabethans, through the Augustan "grandeur of generally claimed by the Romanists for their feeling and truth to specificity," to the rejection of this solipsism and the rejection of the postwar poets' order, Lindley marshals his evidence with subtlety. His occasional forays for Greek terms (*epidictic*, *epigrammatikon*, etc.) won't stop the former and undergraders from finding the book full of thought-provoking insights.

Quest for relevance



Data Response in Economics. By G Walker. Longman £3.95. 0 582 35439 0. Economics Workbook. By P Smith, D Begg and S Symes. McGraw-Hill £7.95. 0 07 084151 9.

If there is any single objective with which all teachers of economics would concur it is that of making economics appear interesting and relevant to students. There has been an increasing effort, particularly at the introductory level, to teach the principles of economics and their application in tandem, rather than pursue separate courses or papers in analytical and descriptive economics. A level data response questions were introduced to develop students' skills in applying economic principles to practical issues.

The books reviewed here have the same objective of teaching the application of economic principles so as to arouse and sustain interest. Walker is a standard collection of A level data response questions - without answers; Smith and Begg is a workbook of exercises, some of which are short data response questions, designed to go with Begg, Fischer and Dornbusch's well-received *Economics* - a first year undergraduate text only suitable for the most able A level candidates. Both these books assume that the teaching of economics has been done elsewhere: they provide additional practice.

The problem with data response questions is that it is difficult to set good ones. Some do no more than test how good students are at general comprehension, not how well they can apply their knowledge of economic principles. Alternatively, the passage may serve only as a trigger for a topic: the same questions could have been equally well set without the passage. Walker's questions on page 107, set on a very short extract, are a good example of both problems: "Why did demand management policies become adopted in post-war Britain?" is either answered inadequately by repeating what is said in the extract, or the student draws entirely from existing knowledge. The answer does not involve applying the student's pre-existing knowledge of economic principles to the data given in the question. Often DR questions (usually the statistical type) are too ambitious.

Rosalind Levack

Worldly-wise

World Economy: Comprehension and Data Response. By the Economics Study Action Group. The Economics Association/CWDE £3.25 + 65p postage. 0 901529 45 1.

World Economy: Comprehension and Data Response is a collection of newspaper and magazine articles combined with student activities mainly in the form of questions. The book is the work of a group of economists who wish to see a world perspective given to topics in A level economics and general studies.

The introduction identifies some of the important current issues within the field of development economics. It is claimed that development economics refers to the body of theory on developing countries that present a challenge to the neo-classical orthodoxy of mainstream economics. While accepting this, it is puzzling to find that nearly all the material presented in the main body of the book is precisely of the neo-classical nature which is challenged.

This must be explained by the fact that the book is intended for the traditional A level course in economics and as such the attempt at adding a world perspective is to be welcomed.

There is, however, an imbalance between the amount of material presented on different subjects. For example, there is only one piece of material on world food problems and this is presented as an application of supply and demand which most economists would see as inappropriate. There is nothing at all on ecological issues, which perhaps result from a narrow set of publications used as source material.

Most of the student stimulus material is in the form of data response questions, which will provide useful examination practice. Some, however, are little more than simple comprehension questions and require no economic application in their answer.

There is also a list of key words following each piece of material - useful as a basis of teacher guidance before students tackle the questions, though the selection of words is somewhat arbitrary. Terms such as age distribution and Islamic banking appear, but others such as the IMF and world recession do not.

The teacher's section at the back of the book contains guidelines for answering the questions and suggestions for extension work by students. While the suggestions are useful, the guidelines are less so, tending to be in

BOOKS IN CLASS



An 18th-century cartoon in which the Bank is depicted as 'The Old Lady of Threadneedle Street'. From the newly updated fourth edition of What goes on in the City?, a well-established introduction to the subject by Nicholas Ritchie. Woodhead-Faulkner in association with Lloyds Bank (£7.95 and £4.25).

Preventing wilt

Industry In Education, Developments and Case Studies. Edited by Ian Jamieson. Longman £6.95.

The Industry Project was one of the few survivors of the Schools Council's abolition, perhaps because of its congruence with current political thinking, or because its educational philosophy emphasized the importance of dissemination and the creation of networks rather than the production of materials. This collection of papers seeks to prevent "link-will" by assessing school-industry contacts.

The project's research director, Ian Jamieson, considers it has enjoyed spectacular success (he would, wouldn't he?). Admittedly, most I.E.A.s have appointed school-industry liaison officers (SILOs), and a majority of schools appear to be taking initiatives in this field. But the extent to which teacher and pupil attitudes and knowledge are changing as a result remains an open question.

The weakest aspects reported here are the vague statements of objectives and the woolly attempts at evaluation. The title "Industry Project" is unfortunate, since the aim is to encompass the whole world of work, though the emphasis is unduly on manufacturing, with some attention to services but none to the primary sector. Jamieson argues that it is problematic to decide what an education which served the needs of the economy would look like: if this is the Project's approach, things are certainly in the saddle and riding mankind.

David J Whitehead

Assured

What is Life Assurance? Compiled by Richard C Brerley. The Association of British Insurers. Free of Charge. Money Management Review No 14 Summer 1985 and No 15 Autumn/Winter 1985. The Association of British Insurers. Free of charge.

The Association of British Insurers publishes a range of teaching resources, many of which are available to teachers free of charge. What is Life Assurance? has been compiled by Richard Brerley, formerly of Forest Hill School, London and consists of a booklet, a leaflet of life assurance terms, and a folder of background notes for the teacher which also contains a poster.

Insurance can be a technical and dry subject to teach, but these materials are sufficiently attractive and contain a number of valuable teaching ideas which will enable teachers to present the subject in an interesting manner. The resource pack shows how the topic can be made relevant to the needs of the 14-plus age group and how a range of communication and enquiry skills can be stimulated. The text is predominantly factual but clearly presented, and uses very little insurance jargon.

The background notes contain many factual real questions but also some additional embryonic ideas for further work. It is a pity that the "suggestions for Development Work" was not expanded given the importance of active learning at the moment. Within this section questionnaires "asking people a few personal questions" need careful guidance - social scientists are well aware of the harm which questionnaires can do unless handled sensitively.

Teachers and is written by professional educators. The summer edition contains an interesting article on the use of photography in the teaching of Money and Credit by Steve Hodgkinson and David Griffiths of Manchester University and some of their PGCE students. It also contains summaries of a number of lessons taught by the students, and a worksheet and photographs employed in one of them. The autumn edition contains a discussion of CPVE with some suggestions for a module on "customer services".

Tony Kidd and Derek Paget

Beckett buffet

Disjecta: Miscellaneous Writings and a Dramatic Fragment. By Samuel Beckett. John Calder £5.95. 0 7145 4016 1.

By Samuel Beckett. John Calder £5.95. 0 7145 4033 1. Collected Poems, 1930-1978. By Samuel Beckett.

John Calder £4.95. 0 7145 4053 6. Samuel Beckett: Neyman of Noland. By Richard Ellmann. Faber £10. 0 571 13418 1.

"Poor dear! he has lost his illusions" gushes one of those typically ludicrous hostesses from one of Ezra Pound's early poems. Whether she could have brushed off Beckett quite so easily is more than a bit doubtful, but these would certainly have been the right lines to start on. Beckett offers the gratification of appearing to have done

with gratifications, so that we seem to stare, though without petrification, at what Wallace Stevens called "nothing that is not there and the nothing that is". He seems to annul all romanticism in "ambitious dramatic points at which Land, that animal acceptance of life by life suddenly weakens".

Yet for all the scrupulous squalor of his scenarios and the endlessly derelict or geriatric personae that attest to the sense of an ending, there is always a never absolutely relinquished sense of Quest. He is, we feel, on at least nodding, if not intimate terms with Arnold's "foiled circuitous wanderer". This, when intitled, can bring previous writers, who may seem very different, within his ken (or orbit). Richard Ellmann's lecture follows the spoor well in tracing links with Wilde, Joyce and Yeats. His method is soundly based on that of his previous earlier book, *Eminent Domain*, which traced connections and antipathies among Yeats and his contemporaries.

Less lively, but still useful, is the second edition of the *Student's Guide*,

expanded to accommodate recent work and including admirably condensed resumés of many earlier critiques and performances. *Disjecta* is an (accurately) forbidding title, which will suggest either nothing or (correctly) a great deal. Many of these scraps take the form of reviews, and may be mined for Beckett's opinions upon and attitudes to other artists.

Collected Shorter Prose contains much of interest, but the Beckett buff if not the Beckett buffoon will certainly have seen almost all of these pieces in well-known collections. *Collected Poems* is also of interest, though the reader should be warned that a good deal consists of French, often not filling much of the page, or translations (eg of Rimbaud's "Bateau ivre"), some of which are idiosyncratic disjuncts (thank you for the word), as well as telling words for from this odd but indubitable talent who would (in the words of his last printed poem here) "Nothingness/in words enclose".

Edward Neill

Tilting yard

Ted Hughes. By Thomas West. Methuen £2.75. 0 416 35400 9. In his opening biographical chapters, which draw on Hughes' own critical writings, Thomas West puts forward the thesis that two early experiences dominate the poet's work. They are his childhood and adolescence in the puritanical atmosphere of the industrial north country; and his first reading of Robert Graves' *White Goddess*. In the following chronological study of the verse from *The Hawk in the Rain* (1957) to *River* (1983), West shows these influences at work, creating a tension between the senses and the intellect, and between the reality of nature and the power of myth.

Günter Grass. By Ronald Hayman. Methuen £2.25. 0 416 35490 4. Before embarking on his chronological study of Grass' eight novels from *The Tin Drum* (1959) to *Headlines* (1982), Ronald Hayman discusses the novelist's theory of art, as it is embodied in his verse, and in an essay published in 1956, in which the writer used the symbol of a marriage between

a puppet and a ballerina to describe interplay between form and content. Hayman argues that Grass lost this balance when he left the imaginative world of his first three novels and entered "the public tilting yard".

The *Long Poems of Wallace Stevens*. By Raleigh S Patke. Cambridge University Press £25. 0 521 30126 2. The seven longest poems of this still studied here in the content of "entire poetic universe". Dr Patke argues that the individual poems can only be understood in relation to the whole, and that includes Stevens' classicism and letters as well as his verse and the influence which music and visual arts, as well as literature had on his work. This makes for a comprehensive, detailed and helpful study; an invaluable companion for anyone tackling Stevens' work for the first time.

Shirley Toulson

Stardust

Hollywood: The Years of Innocence. By John Kobal. Thames and Hudson 0 500 01370 5. Dark Star. By Leatrice Gilbert Fountain. Skirrick & Jackson £15.00. 0 283 99280 3.

In 1886, Los Angeles, a city of 50,000 inhabitants, was involved in a real estate boom caused by the Southern Pacific Railroad link with the East coast. Pepper trees lined the streets, lemon and orange orchards covered the valley, and imposing mansions of idiosyncratic design were proliferating. The most luxurious of these, Moorish in style and crowned with cupolas, belonged to Paul de Longpre, whose exquisite garden attracted thousands of tourists some of whom purchased lots and built homes in what was then a "fabled paradise".

In search of brilliant and unfading sunlight a group of motion-picture people from New Jersey bought a former roadhouse which protruded half closed down. Thus in 1911 the first Hollywood studio was created. From the previous settlers' viewpoint the developing film industry was a disaster; but these early days of silent films were exhilarating for those engaged in making them. Mack Sennett's Keystone Cops films required roads covered with kelp and grease to induce screaming kids; films were created by a group of people who, from director to his players, all threw in their two



Comedians Eric Montgomery and Joe Rock in "Jumbies and Jokers" from Hollywood: The Years of Innocence

cents of advice.

John Kobal's nostalgic account recreates this naive and unpretentious period to perfection. His choice of photographs, mainly by Nelson H Evans, one of the best photographers working in the 1910s and early 1920s, emphasizes the innocence of the players in their idyllic setting. Kevin Brownlow, now the international authority on the period, provides an illuminating introduction to a truly delightful book, in which the author prefaced each of the nine sections with explanatory notes.

The eclipse of John Gilbert, once MGM's biggest star, covers the same

Garbo, loved and nursed by Marlene Dietrich, he was the prince of Hollywood's silent era. His daughter, Leatrice Gilbert Fountain, has, after painstaking research, uncovered which explain and accentuate the tragedy of his early death. "You're finished, Gilbert. I'll destroy you if I can," said a million-dollar MGM boss, Mayer, megalomaniac head of MGM, carried out his threat. He had the power to build or wreck careers with brutal ease. Gilbert emerges as a man of charm and intelligence whose outspoken integrity contributed to the collapse of his career.

Betty Toulson

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ARTS

Television

Law of the jungle

"Collateral civilian casualties" (as George Younger called them on *This Week Next Week*, BBC1, April 20) may be an inevitable consequence of most military operations, but television makes them impossible to ignore. News reports of the American raid on Libya contained sanitized footage of planes taking off and studio discussion between experts and politicians, but they were dominated by the images of injured children in their hospital beds. The Great Communicator's message to his people may have been that the United States would not tolerate terrorism, but it was not the one that reached the rest of the world.

MOD (BBC2, April 16) was well-timed. Like some other recent documentaries (Our Bomb, Channel 4, April 6, for example) it has examined issues not often aired publicly, or even considered a fit subject for public debate. "Can we afford to help America police the rest of the world?" asked Sir John Nott, rhetorically. "My answer, of course, is no."

The answer showed why, the previous week, Nott had been described by an admiral as "the worst secretary of state for defence this century". The series reveals the power of a military lobby with a frighteningly narrow and naive conception of British interests and of world affairs, strengthened by the supposed lesson of the Falklands disaster.

The rest of the week's output inevitably seemed to be in as well. Omnibus (BBC1, April 18) re-examined T E Lawrence and British relations with the Arab world. Elsewhere, scientists were trying to square Darwinian theory with common sense morality.

Nicholas Humphrey (The Inner Eye, Channel 4, Mondays) continued to proclaim that there might be an evolutionary advantage in seeing other people's point of view, while Richard Dawkins (Horizon, BBC2, April 14) called on games theory to demonstrate that "the law of the jungle" could mean cooperation rather than aggression. Whether all this was true or not was irrelevant: faced with the animal that has its claw on the nuclear trigger, it makes sense to persuade it that "nice guys finish first". This is known to behavioural scientists as a "survival strategy" and, after toying with models of the naked ape as motivated solely by territorial imperatives and selfish genes, they have woken up to the merits of an alternative approach.

While British relations with the US were under consideration from one angle, our ties with the EEC were being criticized from another. Instead of the beef and butter stockpiles as a consequence of the Common Agricultural Policy, we should be eating fish, according to Dr Michael O'Donnell (BBC2, April 15). Most of all we should be feeding it to our children in place of the saturated fats and sugars which make up the bulk of their diet. World in Action (ITV, April 14) surveyed school meals and their probable effects on health, concentrating on the misleading interpretation by government of reports on the subject. A brief glimpse at the diet of an average British child seemed to confirm that it consists mainly of hamburgers, chips and confectionery but, thankfully, we were not asked to examine it too closely.

Robin Buss



Sean Bean, currently treading the Stratford boards as Romeo, in the role of Caravaggio's lover

Campus maximus

Caravaggio (18) London W. Cinema, St Martin's Lane.

It has been suggested that if Julian Temple had made Caravaggio and Derek Jarman *Absolute Beginners*, they would have ended up with two better films. It depends. Within Jarman's budget, I doubt if Temple would have managed more than a couple of three-minute pop promos (instead of the 90-minute one we saw). But the rapprochement is not altogether ludicrous. Both films sacrifice content to style, and both directors adopt Molière's cavalier attitude towards his sources: "Je rends mon bien où je le trouve", mixing past and present in an anachronistic collage. In Caravaggio, Renaissance bankers do their sums on pocket calculators and a 16th-century train passes unseen beyond the walls of the painter's studio. The sound of the sea, we are told, is authentic: it was recorded at Porto Ercole.

For *The Tempest* Jarman borrowed Shakespeare; he appropriates Caravaggio, after what he describes as "detective work" on the paintings. It would not stand up in court. The result has little to do with Caravaggio, a lot to do with Jarman and some passing references to Pier Paolo Pasolini, another artist in light who met his

'death on a Roman beach at the hands of a male prostitute. The few recorded facts of Caravaggio's life (brawls, a stabbing, a fight over a woman) and the "evidence" of the paintings, provide effective, if not sufficient, justification for the series of tableaux which make up Jarman's film, linked by a story of jealousy and revenge.

The language is part of the style. With the occasional excursion into slang (the Pope, *pontifex campus maximus*, for example), it mainly composes a formal dress for the scenery: "You are my John and this is our wilderness" and so on. The identification of Caravaggio with Christ hardly amounts to a thesis. But, even if this is all it has, the film does have a distinctive style and Jarman's commitment to it is undeniable.

Caravaggio, funded by the BFI and Channel 4, is due to tour cinemas and film theatres throughout Britain in May and June and will eventually get a television showing. There, Mrs Whitehouse will surely find little to complain about.

Robin Buss

Derek Jarman's Caravaggio is published by Thames and Hudson at £9.95, and an exhibition of stills, designs and production photographs will be on show at the Olivier Gallery from 19 May.

Power and greed

Volpone, Birmingham Rep Studio.

Ken Morley's "edited version" of Ben Jonson's black comedy leaves most of the text intact but streamlines some of the longer "interludes", such as Volpone's street vendor act beneath Celia's window. The result is to give the plot a stronger momentum and focus even more sharply on the greed and cupidity of the main characters.

On the other hand, director Richard Irwin's Stiles' setting offers no obvious benefits but merely undermines the basic tenets of the plot, requiring us to believe that these sophisticated, 20th-century lawyers and businessmen could be gulled by the crude amateur dramatics of feigned illness and that the mini-skirted, crop-haired Celia, looking for all the world like an independent Sixties chick, could be so completely in her husband's power as to be sold to Volpone for a bribe.

design for Volpone's penthouse flat does much to woo our credulity. Its tinted glass "eyes", set into decorative screens and panels, shimmer like wings of flies and as carved screens glide apart, to reveal a fitted alcove for Volpone's luxuriously cushioned, circular bed, we are drawn into the effete, fantasy world of the voluptuary.

Some excellent acting peoples this world with a series of viciously accurate, Schreier-like characters whose quickening frenzy of greed both repulses and fascinates. Ken Morley's Volpone lounges replete at his feast of fools while the smooth-bellied head of Moses, Alex Norton, drams up ever more amusing ways of releasing the passions of avarice.

Ann FitzGerald

The play runs until May 3, and arrangements for school matinees can be made by telephoning the Birmingham Rep (021) 236 6771.

Radio

Second chance

There is a nice little story told by County Sound, the Guildford commercial radio station. Before its official opening, it broadcast test transmissions of non-stop music. It came the opening, and the disc jockey started work. People rang in to complain that County Sound wasn't good as it used to be.

That story ought perhaps to have been in the minds of Bryant May (controller of Radio 2) and his head department. Frances Line as planned the recent re-vamping of the network. Poor Radio 2, the self-styled Gentle Giant whom nobody seems to love any more. Deserted by W and with his important morning waxes switching to breakfast television, the Giant was in a very, very bad way. Indeed, last summer, he was axed by Wicked Black Spot (a cost-cutting committee had chosen to know).

It was generally agreed that he had forgotten his intended role as purveyor of middle of the road, "listening" music; and was simply Radio 1 with a repulsive jangle music to vacuum to. For three years now therefore, it has been re-inventing itself midway between Radio 3 and 4 with a re-named emphasis on "melody and tunes" and is proudly splendid giggle as David Hamilton tries to cue in an excerpt from *Travolta*.

It has also recruited Sid Vicious (Derek Jameson) to those who love him less well) and it is of course "Ackney lad" who's got all the pop. Yes, he did crash into his first pop, I should say so. And he's got the knack of ad-libbing between them, no indeed! Otherwise he might yet make a disc jockey. What we start sort of show, punctuated by clumsy readings of lowlights from morning's tabloids. But Mr Jameson has one magical quality. That quality of course is that he is now famous and being famous and is therefore desirable for the public's favour.

Meanwhile, he throws into the light the excellence of Radio 2's presenters. Every evening, self-effacing John Dunn plays music and talks intelligently with studio guests, always assuming his audience is as interested in each guest as he is. At the other end of the day, Ray Moore exudes world cynicism. He is happy to introduce a record with "Here's a lump of stuff 'Things' but in fact knows exactly what he is doing as he talks on. The beginning of a record and then goes comment on his own meaning. Later in the evening, Jimmy Young continues to present a show that is the envy of many a commercial radio station. If he has a reputation for being a soft interviewer and theorist, he is only because his interviews are more leisurely than those of anyone into Radio 4's programmes. That he rarely sounds as if he is going to let anyone into an indiscretion but he listens hard and has a happy knack of making a politician spill out exactly what he or she actually means.

Elsewhere, Radio 2 has tried to brighten up its schedules by introducing such newcomers as Richard Baker, Bob Holness and Angela Ripston (and to hear it giving youngsters a break) and now waits to see if the audience approves this blend of the familiar and the well-known. If not, the Giant won't escape the next axe.

David Self

Next week

Nicholas Shrimpton on the opening of the Swan Theatre at Stratford, History: *Treason in Tudor England: George Washington; social history in 18th century*

Launched last week, Artists Against Apartheid is the latest popular cause inspired by the success of Live Aid. Led by British musician Jerry Dammers and Dali Tambo, son of African National Congress leader Oliver Tambo, its aim is to bring about a cultural boycott of South Africa. Formed along lines similar to the American organization which produced the successful "Sun City" album and single last year, it is planning major live events throughout the country this summer.

The uneasy relationship between popular music and politics is not new; nor, for that matter, are its many critics. Punk rock established the most direct link between song and action, but before that the Sixties saw popular music manning the barricades across the West. America has long had a tradition of radical songwriters, and jazz (and more recently, rock) has been held subversive by dictatorships of the left and right. The abstract lexicon of music is such an ideal code for the transmission of dangerous knowledge that it might not be stretching a metaphor too far to trace the relationship back to the walls of Jericho.

The appearance of Artists Against Apartheid and other similar organizations - the pro-Labour Red Wedge, groups supporting and raising funds for Greenpeace, Amnesty International, Ethiopia, Colombia, CND, even AIDS research - is surprising in that it strengthens a current paradox: that popular conscience should flourish in the Eighties when its very resources - compassion, altruism - are being eroded.

The current burst of commitment could merely be seen as pop music not only re-discovering its conscience but newly discovering that conscience sells. It could also be dismissed as another spasm of the youth rebellion-reflex, but the growth of "cause pop" actually flies in the face of the received consensus. Pop is largely a movement of reaction. Punk was a reaction against the redundancy of the Seventies' "supergroups", but it quickly invited its own backlash, in the form of the so-called "New Romantics" who spurned punk's dirty realism for the fantasy of nightclubs, cocktails, vacuous fast-turnover trends and the denial of politics. Noted only for its mindless consumerism and its lack of any sense of cultural context or perspective, this particularly cynical Me



Cliff - "overtly right wing"; Billy Bragg of Red Wedge - "musical outsiders"

Our wealth is culture

John Gill on the growth of 'cause pop'

Generation dominated the early Eighties. Somehow the halfway mark sees pop culture tapping into the unknown reserves of sympathy.

To thrive, as it appears to be doing, in the Eighties, "cause pop" has to rely on much more than a mixture of clever marketing and well-timed social commentary, promising more than the ashes and the dim glow of individual pride that await the marcher. There is also something of the closed circuit of preaching to the converted about it. Yet when I travelled around the country with Red Wedge, the would-be musical outsiders for a new Labour government, I was repeatedly

surprised by the attitudes I encountered, which were neither cynical nor naive, partisan nor apolitical, and which displayed a greater grasp of political realities than their Sixties and Seventies counterparts. Such groups have been severely criticized. They are a wider spectrum: not simply the National Front leafletting schools and football grounds, but the overt right-wing sentiments of such artists as Cliff Richard, the low-level background radiation emitted by the countless pop groups whose work seems to carry the subliminal suggestion that the young should buy the existing social package

whole, off-the-peg, and no questions asked.

There are many who suspect the motives of the musicians involved, in some cases with good reason. The distinction between altruism and ulterior motive can now be a very thin one, relevant consideration; that the recipients of such support need and wel-

come it, however massive or meagre it may be. There can be few who would deny that the black population of South Africa is especially deserving.

Red Wedge and the ongoing PR facelift for CND would suggest that the amount of available celebrities are turning into something of a rent-a-crowd themselves. Artists Against Apartheid, however, commanded if not the attendance then the good wishes of Paul McCartney, Pete Townshend, Sting, Dire Straits and non-musicians such as veteran entertainer and activist Harry Belafonte, Sir Richard Attenborough, George Melly and others. Clearly, no one will have to check with their agent before joining this campaign.

As well as persuading artists to stay away from South Africa, Artists Against Apartheid wants them to withdraw any recorded material from the country. In America, this is already proving successful. Many actors are demanding that their shows no longer be sold there; one South African television critic predicts dire consequences when the hugely popular *Dallas* is withdrawn this summer. Yet others, such as comedian Bill Cosby, who slips images of black rights figures into his shows, still prefer to allow it in, although in Cosby's case this could be to annoy white viewers with images of a wealthy black household.

Artists Against Apartheid has no time for such politics. "These shows are watched by whites," says Dali Tambo. "They're watching it while their policemen are machine-gunning our children on the streets." Tambo's organization says that over 77 per cent of the black majority want a total boycott, and states firmly that the only help the West can give is to withdraw. "The time for nice rhetoric is over," says Tambo. "We're on the attack, and our weapon is culture." Fighting talk, indeed. While it may well be overshadowed by the efforts of Live Aid, this particular brand of "cause pop" threatens to become more than just another human disaster.

John Gill is music editor of Time Out.

Good signs

Unicorn Theatre - Communication Workshops

For the past five years, London's Unicorn Theatre has been pioneering drama and theatre work for integrated groups of deaf and hearing children, and this term, instead of offering straightforward theatre pieces like the highly successful *Thumbs Up*, the theatre has been sending two actor-teachers, Marianne Zeck and Sarah Scott, into schools.

The aim of their workshop sessions is to make children aware of their capacity for non-verbal communication, rather than concentrating on deafness thematically. Working with children of all age groups, usually with classes of around 20 children, they provide fairly straight drama lessons, with the emphasis on expressive movement and gesture. The extra expertise comes from Sarah Scott, herself partially hearing.

At Peckham Park Primary School in South East London, the only mention of deafness comes in the introduction to the workshop session: "I'm Sarah and I'm partially hearing, so speak clearly when you talk to me", says

Sarah, unselfconsciously. At this point, neither she nor Marianne Zeck, know which of the children are partially hearing (about a fifth of the group are, it turns out) but because of the content of the workshop it doesn't matter. What does matter is that all the children are treated as having something useful to contribute to the session which, in line with the teacher's topic work with the class of seven to eight-year-olds, is about growing and changing.

It's interesting to see how the partially hearing children, taught for the most part separately at the school, use a combination of lip reading and watching the action. Towards the end, their teacher, who has looked on with interest, stiffens slightly as Sarah Scott talks about "signing". In special education circles there is some controversy about how useful - or damaging - the use of signing is among partially hearing children. One widely accepted theory is that it tends to limit the child's contacts to those who can themselves understand signing. In the final part of the session, the children are invited to create their own sign language for various words, expressions and emotions. They succeed admirably.

Not that Marianne Zeck and Marianne Zeck are anti-signing. The experience of researching and producing the play *Thumbs Up*, which incorporated five different language modes alongside each other, has led them towards developing a form of "total communication" accessible to the hearing, the deaf and those with learning difficulties and those for whom English is a second language.

Nick Baker

For details ring Anne Carier, Unicorn Theatre School, Broomfield, Essex (0206) 328 328.

Appeal

Kaleidoscope Theatre Company for mentally handicapped young people, founded at West Bromwich in 1980 by two special school teachers, John and Carolynne Revell, has launched a national appeal for £250,000 to set up a permanent drama and arts centre for the mentally handicapped.

The centre will have three functions: to provide short, residential courses for mentally handicapped children, offer courses and resource materials for teachers and others who work with the mentally handicapped, and be a permanent base for a professional touring theatre company of mentally handicapped young people beyond the school leaving age.

"It's Kaleidoscope's track record over the last five years which gives us the courage to launch this long-term project," said Carolynne Revell at the launch. "We've toured our productions widely, culminating in a very successful participation in the Edinburgh Fringe Festival last year, so that we know we can attract and satisfy audiences. The money we're appealing for is to purchase and equip a suitable building, after that we shall be self-financing from the course fees, and box office receipts from the theatre company."

Other speakers stressed the importance of the arts in the lives and development of mentally handicapped youngsters, noting the remarkable improvement in socialization and integration which the 30 members of Kaleidoscope had made through their participation in the company.

For further details about the work of Kaleidoscope, or for making covenants and donations to the Kaleidoscope Community Trust, write to: Carolynne and John Revell, 19 Mellish Road, Walsall, West Midlands WS4 2DC or telephone Walsall 642751.

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Wiltshire

PRIMARY EDUCATION
DEPUTY HEADTEACHER POSTS

Devizes, St. Joseph's R.C. & Aided Primary School,
St. Joseph's Place, Devizes, SN10 1DD
GROUP 4

RE-ADVERTISEMENT
Required for September 1986, a committed and practising Roman
Catholic as Deputy Head. The successful applicant will be required to
teach in and have special responsibility for the Infant Department.
Application form and further particulars from and returnable to the
Headmaster by 2nd May 1986. (S.A.E. please).
Previous applicants will be reconsidered and need not re-apply.

Penhill Junior School,
Hedgemoor Close, Penhill, Swindon, SN2 8LW
Head Teacher: Mr M. A. Barrett.

GROUP 5
Required September 1986. Candidates should be enthusiastic, experi-
enced teachers with the ability to contribute strongly to the develop-
ment of the curriculum. Further details and application form (S.A.E. please) available from and
returnable to the Headteacher at the school. Closing date 7th May,
1986.

SCALE 2 POSTS
Lynham Junior School,
Preston Lane, Lynham, Chippenham SN15 4QJ
Head Teacher: Mr D. G. Giblin

SCALE 2 POST FOR CREATIVE ARTS
Required for September 1986, an enthusiastic teacher to lead the school
in the field of Creative Arts, i.e. music, art, drama, etc. The successful
candidate would also have responsibility for the co-ordination of a year
group. Flexibility to teach all junior age groups desirable. Candidates
are encouraged to apply, even if their strengths are in other than the
above, such as drama, dance or movement.
Please apply by letter to the Headteacher at the school, with full p.v. and
names and addresses of two referees.

PERIPATETIC SUPPORT TEACHER
Required for September 1986, a qualified Area Support Teacher requires an
experienced and appropriate teacher to be part of a team of Sup-
port Teachers based in Trowbridge. To support children with special edu-
cational needs in mainstream schools and also supply advice/support
to the Head Teacher. Post holder to be available for part-time posts equal-
ling to one full-time Teacher may be considered.
Application forms and further details (S.A.E. please) from and returnable to
Chief Education Officer, County Hall, Trowbridge. (Ref: ST/TP/MS).
by 6th May.

Weston I/J School,
Lancashire Way, Weston, Swindon SN6 7BT
Head Teacher: Mr A. Lovell
Estimated NOR - January 1987 - 223
Required September 1986, an able and enthusiastic Scale 2 teacher to
play a role in the promotion of the ethos and expectations of the school.
The successful applicant would be expected to assume responsibility
for one curriculum area and initially the candidate will work in a reception
infant unit.
Applicants are invited to outline their aims and philosophy as well as
their achievements and experience.
Application forms and job description available from and returnable to
the Head Teacher at the school no later than 8th May 1986 (S.A.E.
please). Candidates who have not been called by Friday 14th June,
1986, should assume that they have been unsuccessful.

SCALE 1 POSTS
Christ and King R.C. Aided Primary School,
Erie Court Road, Amesbury, Salisbury, SP4 7DX
GROUP 4

Required for September 1986, an experienced and enthusiastic teacher
for the lower junior/upper infant age range.
Letters of application, curriculum vitae and names and addresses of
two referees to Father John Quinn, The Catholic Priest, Lords
Croft, London Road, Amesbury, by 2nd May (S.A.E. please).

Sutton Bengel C.E. Controlled Primary School,
40 Chestnut Road, Sutton Bengel, Chippenham SN15 4PR
GROUP 2

TEMPORARY TEACHER, SCALE 1
Required from 1st September 1986, to teach Reception infants. The post
is initially for one academic year. Knowledge of good infant practice
essential. Applicants should include any special skills when applying.
Application forms from the Head Teacher, returnable by 7th May 1986.

MULTICULTURAL SERVICE
SCALE 2 POSTS
RE-ADVERTISEMENT
TEACHER SCALE 2 + S.P.A.
Due to the promotion of the present postholder, we require an experi-
enced teacher and home-school liaison worker at the Grove Infant
School, Swindon (160 children aged 3-7).
A commitment to Multi-Racial Communities is essential and a know-
ledge of Punjabi/Hindi/Urdu is very important.
Previous applicants will remain under consideration, and need not re-
apply.
For application form and further details, please write, enclosing S.A.E., to
The Chief Education Officer (Ref: RM), Area Education Office, Sanford
House, Sanford Street, Swindon SN1 1QJ, to be returned by Monday,
12th May 1986.

1. PROJECT CO-ORDINATOR SCALE 3
2. TEACHERS SCALE 2
For the above 2 posts please send display advertisement under "Seco-
ndary other than by subject".

SURREY
COUNTY COUNCIL

FRINGE AREA LONDON ALLOWANCES £284 p.a. throughout
the County.
Temporary housing may be available.
Generous relocation expenses in approved cases.

DEPUTY HEADSHIPS
ST. JOSEPH'S R.C. FIRST AND MIDDLE
SCHOOL,
Rosebank, West Street, Epsom
DEPUTY HEADTEACHER required for this Group 5 Voluntary
Aided school for pupils aged 5-12. Estimated number on roll
(January 1987) - 287. Applicants should preferably be Roman
Catholics.
Salary Scale £9771 - £12177
RE-ADVERTISEMENT - Previous applicants will be considered
and need not re-apply.

WALLACE FIELDS COUNTY FIRST SCHOOL,
Wallace Fields, Ewell, Surrey
DEPUTY HEADTEACHER required from September 1986 for this
Group 3 Voluntary Aided school for pupils aged 5-8 years. Estimated
Number on Roll (Jan. 1987) - 147
Salary Scale: £7,388 - £10,681
Application forms and further details for both posts from:
North East Area Education Office, 7 Monument Hill, Wey-
bridge, Surrey, KT13 8RZ. Tel: Weybridge 52811.

DEPUTY HEADTEACHER
Group 4
Applicants should possess qualities essential for effective
leadership, be prepared to lead curriculum development
and organisation, and have good classroom practice to
share with their colleagues.

Harrow
Application forms and further
details are available (see panel)
from the Director of Educational
Services, (ref: STAFFING/DH/1)
Mercury House, Mercury Gar-
dens, Romford RM1 3DR.
Closing date: 7th May 1986.

HARROW
EDUCATION
COMMITTEE
Stag Lane Middle School, Collier Drive,
Edgware. 01-952 2731.
Required for September, Deputy Headteacher
of this Group 4 Middle School (8-12 years). It
is possible that the first and middle schools will
amalgamate in the future.
Outer London Allowance Payable.
Application forms from and to be returned
to the Headteacher by 9.5.86.
Harrow is an Equal Opportunity Employer.

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school. A primary school with
approximately 227 on roll, 13
miles from Oxford.
Application forms and further
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High Street, Hull, Humberside
HU1 1NA. To be returned
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Equal Opportunity Employer
UNION COMMUNITY
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Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS PRIMARY

East Worlington Primary School,
East Worlington, Crediton, EX17 4TS (Roll 37)

Headteacher Group 1 (210886 to 111629) Re-advertisement
Required January 1987 or earlier if possible. Previous applicants considered unless they notify otherwise. Application forms and further details (S&E required) from Area Education Officer, Civic Centre, Barnstaple, EX31 4EG. Closing date 9 May 1986.

DEPUTY HEADTEACHERS PRIMARY

St Paul's RC (Aided) Primary School,
Perron Road, St Budeaux, Plymouth PL5 1NE (Roll 187)

Deputy Head Group 4
Required September 1986. Applicants must have wide experience across the primary age range and be prepared to teach any age group also able to make significant contributions to the curricular developments and share responsibility for the organisation and management of the school. Applicants must be practising Roman Catholics who hold the Catholic Teachers Certificate. Application forms available and returnable (see required) to Canon Rae, 6 Perron Road, St Budeaux, Plymouth. Closing date 8 May 1986.

SCALE POSTS SECONDARY

Bideford School and Community College
(11-18 Mixed Comprehensive),
Abbotsham Road, Bideford EX39 3AR (Roll 1570)

(a) Scale 2
Required September 1986 an experienced and well qualified teacher to take charge of a special unit on the school site which provides an alternative curriculum for a small number of pupils. Closing date 7 May 1986.
(b) Scale 1 Modern Languages (French with German)
Required September 1986 to teach principally French. Ability to offer German would be an advantage. Closing date 7 May 1986.

Chulmleigh School and Community College,
Chulmleigh, EX18 7AA (Roll 532)

Scale 2 — English
Required September 1986 to be second in charge of English at this rural comprehensive school. Closing date 7 May 1986.

Brixham School and Community College,
Higher Ranscombe Road, Brixham TQ8 9HF (Roll 678)

Scale 3 Head of PE Re-advertisement
Education, Re-advertisement of a vacant post to lead department within this 11-18 school. May 1986.

Torquay Girls Grammar School,
30 Shipway Lane, Torquay (Roll 705)

(a) Scale 1 — English
Required September 1986. An experienced teacher — up to A16 level — to be deputy head of a lively department with a large mixed sixth form. Experience in course and oral work at O and GCSE level an advantage. Closing date 9 May 1986.

(b) Scale 2 (German/French)
Required September 1986 a Modern Language graduate to teach German (up to A16 level) and French (up to A16 level). Responsibility for Lower School German. Closing date 7 May 1986.

Torquay, Westlands School,
Plymouth, Torquay TQ1 3PS (Roll 1225)

Scale 1 — Head of DDT
Westlands is a 11-18 (Grammar/Modern) School of some 1200 pupils with a good sized sixth form where a full range of A level is studied. Experienced forward looking teacher required to supervise the development of this curriculum area. Closing date 7 May 1986.

Newton Abbot Knowles Hill School,
Exeter Road, Newton Abbot TQ12 2NF (Roll 1200)

Scale 1 — Physics
Required September 1986 at this 11-18 comprehensive, able to teach some general science and some General Science/Craft. Closing date 9 May 1986.

Cullumpton (11-18 Years Comprehensive) School,
Exeter Road, Cullumpton, EX15 1DX (Roll 590)

(a) Scale 1 — CDT
Required September 1986 an enthusiastic colleague to join a progressive department which has a lot of integrated approach. Closing date 9 May 1986.

(b) Scale 1 — Mathematics
Required September 1986 a Mathematics graduate to join a team of specialist Mathematics. An interest in computing would be an advantage. Closing date 9 May 1986.

Exeter St Thomas High School,
Hatherleigh Road, Exeter EX2 8JU (Roll 1280)

Scale 1 — French
Required September 1986 for this 12-18 mixed comprehensive school which has well established O level and CSE courses. The successful candidate will be expected to adopt an active-learning, skills-based approach. Ability to teach German would be an advantage. Closing date 9 May 1986.

Exeter Vincent Thompson High School
(12-18 Controlled Comprehensive),
Ringswell Avenue, Exeter EX1 3EG (Roll 882)

Scale 1 — Art and Textiles
Required September 1986 a well qualified teacher to teach Art and, as a separate but related activity, Textiles across the age and ability range. Applications will be welcome from teachers seeking first appointment. Closing date 9 May 1986.

Queen Elizabeth's (11-18 Years) School and Community College,
Western Road, Crediton, Devon EX17 3LU (Roll 1583)

(a) Scale 1 — French
Required September 1986 an enthusiastic teacher of French to teach throughout the school. Ability to offer some German an advantage but not essential. Closing date 9 May 1986.

(b) Scale 1 — French and Classics
Required September 1986 to teach French and Classics up to GCSE level. The Classics work will involve both Latin and Classical Studies. A level Classics/Classical may also be available. Closing date 8 May 1986.

Tiverton School,
Boltam Road, Tiverton, EX16 6SQ (Roll 956)

Scale 1 — Mathematics
Required September 1986 a Mathematician to teach throughout this 13 to 18 school up to and including advanced level (which includes Pure, Applied and Statistics) Closing date 9 May 1986.

Plymouth, Devonport Secondary School,
Park Avenue, Devonport, Plymouth, PL1 4RL (Roll 485)

Scale 2 Special Education
Required September 1986 to be responsible for Special Education throughout the school. Applicants should have knowledge and experience in assessments recognised by NFER. Closing date 7 May 1986.

Plymouth, Egguckland School,
Westcott Close, Egguckland, Plymouth, PL6 5YB (Roll 1360)

Scale 2 — Spanish
Required September 1986. The person appointed will be responsible for Spanish up to O and A level GCSE within the Modern Languages Department. The candidate appointed will also be required to teach French up to O level. Closing date 7 May 1986.

Plymouth, Estover School,
Miller Way, Estover, Plymouth, PL6 8UN (Roll 1220)

This purpose built comprehensive school situated on the northern edge of the city opened with its first year intake in 1981 and will grow to a full ability range 11-18 school by 1987.

(a) Scale 1 — Music
Required September 1986 a well qualified musician to join a thriving department soon to be accommodated in a purpose built suite.

(b) Scale 1 — Home Economics
Required September 1986 a well qualified and enthusiastic teacher to join a modern department. The successful candidate should be able to teach at related aspects of Home Economics using the Nuffield approach. Closing date 7 May 1986.

Plymouth, Lipseon School,
Barnice Terrace, Plymouth, PL4 7PG (Roll 1000)

(a) Scale 1 — French/Spanish (2 Posts)
Required September 1986 a graduate teacher to teach French and Spanish across the age and ability range. Applicants should be committed to the communicative approach to teaching and should be interested in graded testing. Closing date 7 May 1986.

(b) Scale 1 — Supportive Education
Required September 1986 a well qualified and imaginative teacher to assist departments across the curriculum in dealing with pupils who have learning difficulties. Closing date 7 May 1986.

Plymouth, Southway School,
Rockfield Avenue, Southway, Plymouth, PL6 8DY (Roll 1400)

Scale 1 — Religious Education
Required September 1986 to join an innovative and established department teaching across the age and ability range. Graduate preferred. Closing date 7 May 1986.

Plymouth, Coombe Dean School,
Charnhill Way, Plymouth, Plymouth, PL9 8ES (Roll 953)

Scale 2 — Economics/Humanities
Required September 1986 a graduate economist willing to take responsibility for teaching up to and including A level. An ability to play a wider part in the work of the social science faculty essential. Closing date 7 May 1986.

Plymouth, Marpool Primary School,
Moordfield Road, Exmouth, EX8 3QW (Roll 235)

Scale 1 — General (Early Years)
Required September 1986 an enthusiastic teacher willing and able to work as a member of a caring and committed team to work with pupils in the early years. Initially, enthusiastic for experience in Art/Craft/Display an advantage but please state other curriculum interests. Closing date 7 May 1986.

Honiton Primary School,
Clapper Lane, Honiton, EX14 8QF (Roll 420)

Scale 1 — General
Required September 1986 a resourceful teacher to work in charge of Junior department and to take an active part in school's varied activities. Closing date 9 May 1986.

Tiverton Caroline Brewin (5-9 Years) First School,
Barrington Street, Tiverton, EX16 6QR (Roll 168)

Scale 1 — Infant
Required September 1986 an enthusiastic adaptable teacher for reorganised infants in the first instance. An interest in language development an advantage, please state specialisms. Closing date 9 May 1986.

Barnstaple, Stokelapath Primary School,
Woodville Estate, Barnstaple, EX31 2HH (Roll 400)

Scale 1
Required September 1986 for infants. Please state special interests. Closing date 7 May 1986.

Blahopstington Primary School,
Cockhaven Close, Bishopstington, Telnmouth, TQ14 9PJ (Roll 120)

Scale 1 — Infant
Required September 1986 an enthusiastic teacher required for transition class. Closing date 7 May 1986.

Chudleigh Primary School,
Fore Street, Chudleigh, Newton Abbot, TQ13 0HT (Roll 240)

Scale 1 Top/Middle Infant
Required September 1986, an ambitious, enthusiastic teacher initially for top/middle infants. Candidates should state their curricular interests and talents and opportunities will be available to develop these interests to the benefit of the whole school. Closing date 7 May 1986.

Dartmouth, St John The Baptist's RC Primary School,
Milton Lane, Dartmouth, TQ7 9HW (Roll 55)

Scale 1 Lower/Middle Infant
Required September 1986 an enthusiastic teacher for this small and caring Catholic Primary School. Closing date 7 May 1986.

Kingsbridge Primary School,
Belle Croas Road, Kingsbridge, TQ7 1NL (Roll 308)

(a) Scale 1 Infant/Junior
Required September 1986 an experienced teacher for transition class upper infant/low junior. Closing date 7 May 1986.

(b) Scale 1 Infant/Junior Science and Library
Required September 1986 to take 2nd and 3rd Year Juniors. Mature teacher with experience and interest in the Welfare of Junior Girls. Closing date 7 May 1986.

Newton Abbot, Decoy Primary School,
Deer Park Road, Newton Abbot, TQ12 1DH (Roll 250)

Scale 1
Required September 1986 an experienced teacher initially for Reception Infants. Closing date 7 May 1986.

Palngton, Hayes Road Primary School,
Hayes Road, Palngton, TQ4 5YU (Roll 119)

Scale 1 Top Infant/Lower Junior
Required September 1986 an enthusiastic committed teacher required for top infant/low junior age group but flexible enough to adapt to any primary age group. Specific interests and abilities should be stated. Closing date 7 May 1986.

Palngton, Oldway Primary School,
Higher Polsham Road, Palngton, TQ3 2BY (Roll 530)

Scale 1, Junior
Required September 1986 an enthusiastic and imaginative teacher able to contribute positively to curriculum development. An interest in PE and Games would be helpful. Closing date 7 May 1986.

Stokenham Primary School,
Stokenham, Kingsbridge, TQ7 2SJ (Roll 193)

(a) Scale 1
Required September 1986 an experienced Infant Teacher, initially to teach a class of Top Infants, but willing to teach across the Infant age range. A specific interest in Science in the early years would be an advantage. Closing date 7 May 1986.

(b) Scale 1
Required September 1986 an experienced teacher with, initially, responsibility for a class of second year Juniors. Applications should be prepared to work as members of a team, making a special contribution in all aspects of language work. Closing date 7 May 1986.

(c) Scale 1
Required September 1986 an adaptable teacher prepared to work as a team member in the 7-11 age band. A special interest in Science and Technology would be an advantage. Closing date 7 May 1986.

Telnmouth, Hazeldown Primry School,
Maudlin Drive, Telnmouth, TQ14 8SE (Roll 365)

Scale 1 Infant
Required September 1986. Closing date 7 May 1986.

Torquay, Ellacombe Primary School,
Ellacombe Church Road, Torquay, TQ1 1TG (Roll 351)

Scale 1 Infant
Required September 1986 an enthusiastic and imaginative teacher to make a positive contribution to curriculum development. Applications from college leavers welcomed. Closing date 7 May 1986.

Torquay, Queensway RC Primary School,
Queensway, Chelston, Torquay, TQ2 8DS (Roll 108)

Scale 1 Junior
Required September 1986. Applicants must hold Catholic teachers certificate. Closing date 7 May 1986.

Torquay, Watcombe Primary School,
Moor Lane, Torquay, TQ2 8NU (Roll 228 + 34 part-time)

Scale 1 Lower Junior/Top Infant
Required September 1986 an enthusiastic and adaptable teacher. State interests and specialisms. Closing date 7 May 1986.

Exeter, St Nicholas RC Combined School,
Matford Lane, Exeter EX2 4PS (Roll 385)

Scale 1 — General (2 Posts) (Amended Advertisement)
Required September 1986. Both posts are suitable for either men or women applicants. Experienced teacher preferred but good probationary staff would be considered. Candidates should be practising Catholics and hold or be prepared to obtain a Catholic Teachers Certificate. Closing date 9 May 1986.

Exmouth, Bassetts Farm Primary School,
St John's Road, Exmouth, EX8 4EH (Roll 230)

Scale 1 — General Subjects
Required September 1986 an imaginative and enthusiastic teacher to join a department in the early years department of this open plan school. A newly or recently qualified teacher would be very welcome. Closing date 9 May 1986.

Exmouth, Marpool Primary School,
Moordfield Road, Exmouth, EX8 3QW (Roll 235)

Scale 1 — General (Early Years)
Required September 1986 an enthusiastic teacher willing and able to work as a member of a caring and committed team to work with pupils in the early years. Initially, enthusiastic for experience in Art/Craft/Display an advantage but please state other curriculum interests. Closing date 7 May 1986.

Honiton Primary School,
Clapper Lane, Honiton, EX14 8QF (Roll 420)

Scale 1 — General
Required September 1986 a resourceful teacher to work in charge of Junior department and to take an active part in school's varied activities. Closing date 9 May 1986.

Tiverton Caroline Brewin (5-9 Years) First School,
Barrington Street, Tiverton, EX16 6QR (Roll 168)

Scale 1 — Infant
Required September 1986 an enthusiastic adaptable teacher for reorganised infants in the first instance. An interest in language development an advantage, please state specialisms. Closing date 9 May 1986.

Tiverton, Heathcoat (5-9 Years) First School,
Broad Lane, Tiverton, EX16 5HE (Roll 245)

Scale 1
Required September 1986 an energetic enthusiastic teacher, willing to develop Mathematics and Computers within the school. Closing date 9 May 1986.

Tiverton, Sunningmead First (5-9 Years) School,
Lazenby Road, Wilcombe, Tiverton, EX16 4AL (Roll 155)

Scale 1 — General Subjects
Required September 1986 an enthusiastic, adaptable teacher willing to cooperate and participate in school activities. Please state interests and specialisms. Closing date 9 May 1986.

Okehampton Primary School,
North Street, Okehampton, EX20 1AR (Roll 387)

Scale 1 Infant
Required September 1986 a teacher who is looking for the opportunity to share in the development of a large forward looking primary school. Closing date 7 May 1986.

Plymouth Bickeligh Down CE Primary School,
Woolwell Road, Hoborough, Plymouth PL6 7JW (Roll 82)

Scale 1 Balance/CDT
Required September 1986 a primary teacher (5-11) to take responsibility for Balance/CDT in this new (open January 1986) primary school. Preference may be given to practising Christians. Closing date 7 May 1986.

Plymouth Highfield Infants School,
Torrive Way, Efford, Plymouth PL3 8JQ (Roll 145)

Scale 1 Infant Curriculum
Required September 1986 a caring experienced teacher with the ability to teach full infant range 5-7 years. A working knowledge of Breakthrough to Literacy would be an advantage. Closing date 7 May 1986.

Plymouth Lairs Green Primary School,
Bramley Road, Lairs, Plymouth PL3 6BP (Roll 228)

Scale 1
Required September 1986 an enthusiastic teacher to be responsible for the co-ordination of art, craft and display throughout the school. The successful candidate will initially be required to teach an upper infant class. Closing date 7 May 1986.

Plymouth Langley Infants School,
Pendens Crescent, Southway, Plymouth PL6 6QS (Roll 210)

Scale 1 Infant
Required September 1986 an enthusiastic and adaptable teacher willing to teach all ages in the Infant School range. Closing date 7 May 1986.

Plymouth Leigham Junior School,
Cockington Close, Leigham, Plymouth PL6 3RF (Roll 285)

Scale 2 Balance and an Interest in Boys' Games
Required September 1986 an experienced teacher for this junior school on the outskirts of Plymouth. Commitment and enthusiasm and a willingness to work co-operatively are essential. Closing date 7 May 1986.

Plymouth Lipson Vale Primary School,
Bernice Terrace, Plymouth PL4 7HW (Roll 302)

Scale 1 Infant/First School Subjects
Required for September 1986 an enthusiastic and adaptable teacher for the 5-8 age range. An added interest in children with special needs would be an advantage. Closing date 7 May 1986.

Plymouth Montpelier Infants School,
North Down Road, Peverell, Plymouth PL2 3HN (Roll 270)

Scale 2 Mathematics
Required September 1986 an enthusiastic and competent teacher willing to teach any age group to have positive responsibility for the initiation of new ideas in the development of Mathematics throughout the school. Closing date 7 May 1986.

(a) Scale 1 Infant (2 Posts)
Required September 1986.

(b) Enthusiastic and adaptable teacher willing to teach any age group. Applications from probationary teachers welcome.

(c) Enthusiastic and competent teacher with experience of teaching through the infant age range. A positive interest in music is essential. Closing date 7 May 1986.

Plymouth Plalstow Hill Infants School,
Roman Way, St Budeaux, Plymouth PL5 2DT (Roll 129)

Scale 1 Infant
Required September 1986 an enthusiastic and adaptable infant teacher for middle infant class. An interest in Maths and Computing would be desirable. Closing date 7 May 1986.

Plymouth St Peter's CE Primary School (Aided),
Rendle Street, Plymouth PL1 1UH (Roll 56)

Scale 1 Infant
Required September 1986 an experienced and enthusiastic infant teacher for a class of vocally grouped infants. Knowledge of Breakthrough to Literacy an advantage. A willingness to forge links between home, school and community essential. Applicants should state their curriculum strengths. Closing date 7 May 1986.

Plymouth Wides Court Primary School,
Wides Lane, Crownhill, Plymouth PL6 5JS (Roll 450)

(a) Scale 2 PE/Organisation & Deployment of Resources/Special Needs
Required September 1986. The successful applicant will be responsible for the co-ordination, deployment and organisation of (1) PE 5-11 year especially Boys' Games, (2) All Resources 5-11 year and (3) the development and continuity of a programme designed to meet the Special Needs of both male and female pupils 7-11 years. Closing date 7 May 1986.

(b) Scale 1 Infant
Required September 1986 a committed and enthusiastic teacher with experience of Breakthrough to Literacy, British Mathematics, Learning through Science and a broad based Language philosophy. Candidates must be committed to an integrated topic-based approach to the curriculum. Interest in Music and/or PE, Craft and Display would be an advantage. Closing date 7 May 1986.

St Mary Tavy Primary School,
Mary Tavy, Tavistock PL19 9PR (Roll 82)

Scale 1 Infant
Required September 1986 an imaginative and enthusiastic teacher required initially for top infants. Ability to work co-operatively essential. Applicants should be willing to contribute to the particular area of the curriculum in addition to class responsibility. Closing date 9 May 1986.

South Tawton Primary School,
Tawton Lane, South Zeal, Okehampton (Roll 124)

Scale 1 Temporary
Required September 1986 for one year only to teach initially a class of top infants. Please state curriculum interests. Closing date 7 May 1986.

Whitchurch Primary School,
Whitchurch, Tavistock PL19 9ED

Scale 1 (2 Posts)
Required September 1986 enthusiastic teachers with experience in teaching within the 5-8 years age range. Ability to play piano an advantage. Closing date 7 May 1986.

Whitchurch Primary School,
Whitchurch, Tavistock PL19 9ED

Scale 1 (2 Posts)
Required September 1986 enthusiastic teachers with experience in teaching within the 5-8 years age range. Ability to play piano an advantage. Closing date 7 May 1986.

SCALE POSTS SPECIAL

Palngton, Mayfield School,
Torquay Road, Palngton, TQ3 2AL

Scale 1B
Required September 1986 an experienced teacher to work with a group of pupils with profound learning difficulties either in the main school or the upper unit (11-18 mixed). Closing date 7 May 1986.

Plymouth, Courtlands School,
Wides Lane, Crownhill, Plymouth, PL6 5JS (Roll 162)

Scale 2 (5) — Music
Required September 1986 a teacher to be responsible for the development of Music throughout the school, also to be class teacher for junior children with moderate special needs. Closing date 8 May 1986.

Plymouth, Hillside School,
Bodmin Road, Whitehills, Plymouth, PL5 4DZ (Roll 184)

Scale 2 (5) — CDT
Required September 1986 at this secondary special school for pupils with moderate learning difficulties an experienced CDT specialist. Closing date 9 May 1986.

OTHER POSTS

Okehampton College,
Mill Road, Okehampton EX20 1PW (Roll 1140)

Community Tutor Lecturer (Bursary Fee Scale)
Required September 1986 an enthusiastic community tutor to join an existing and expanding community team. An interest in community, music and Drama would be an advantage. Closing date 7 May 1986.

Plymouth, Hillside School,
Bodmin Road, Whitehills, Plymouth, PL5 4DZ (Roll 184)

Scale 2 (5) — CDT
Required September 1986 at this secondary special school for pupils with moderate learning difficulties an experienced CDT specialist. Closing date 9 May 1986.

Plymouth, Langley Infants School,
Pendens Crescent, Southway, Plymouth PL6 6QS (Roll 210)

Scale 1 Infant
Required September 1986 an enthusiastic and adaptable teacher willing to teach all ages in the Infant School range. Closing date 7 May 1986.

SECONDARY CLASSICS
continued

Scale 1 Posts

DEVON
COUNTY COUNCIL
Please see displayed advertisement on Pages 48 & 49. 131632

NORTHAMPTONSHIRE
WELLINGTON SCHOOL
Weymouth Road,
Wellington, Northants. NN26 2JQ

CLASSICS - Scale 1
Co-educational.
Comprehensives with 1,175 on Roll. 5th Form 80+.

Required for September 1986 a graduate to teach in the department of Classics throughout the school. Closing date 7 May 1986.

(a) Scale 1 Infant (2 Posts)
Required September 1986.

(b) Enthusiastic and adaptable teacher willing to teach any age group. Applications from probationary teachers welcome.

(c) Enthusiastic and competent teacher with experience of teaching through the infant age range. A positive interest in music is essential. Closing date 7 May 1986.

Plymouth St Peter's CE Primary School (Aided),
Rendle Street, Plymouth PL1 1UH (Roll 56)

Welsh flagship

Wales is taking a lead in media education thanks both to one examining board's new O/CSE in Media Studies and the creation of Britain's first arts centre-based Media Education Institute (MEI) in Cardiff. Schools are joining the media bandwagon, with teachers introducing the press and television into English classes, and interest in film and video production is mushrooming since S4C has opened up a market for independent producers.

Yet as Neil Wallace, Chapter's Chief Executive points out, it's an expensive subject to study: "Schools cannot afford 8mm film production equipment or video making and editing machines. But the MEI, which has access to these facilities plus two viewing cinemas, will provide a valuable resource to schools in South and Mid Glamorgan".

Already primary school pupils from Cardiff are familiar with the holiday photography, sound and film courses held at Chapter. This Easter, for example, youngsters aged 8-12 were taught the basics of animation by taking a line for a walk. A full curriculum is now being developed for fourth and fifth form secondary pupils, placing emphasis on learning video making skills as well as theory, analysis and cinema history.

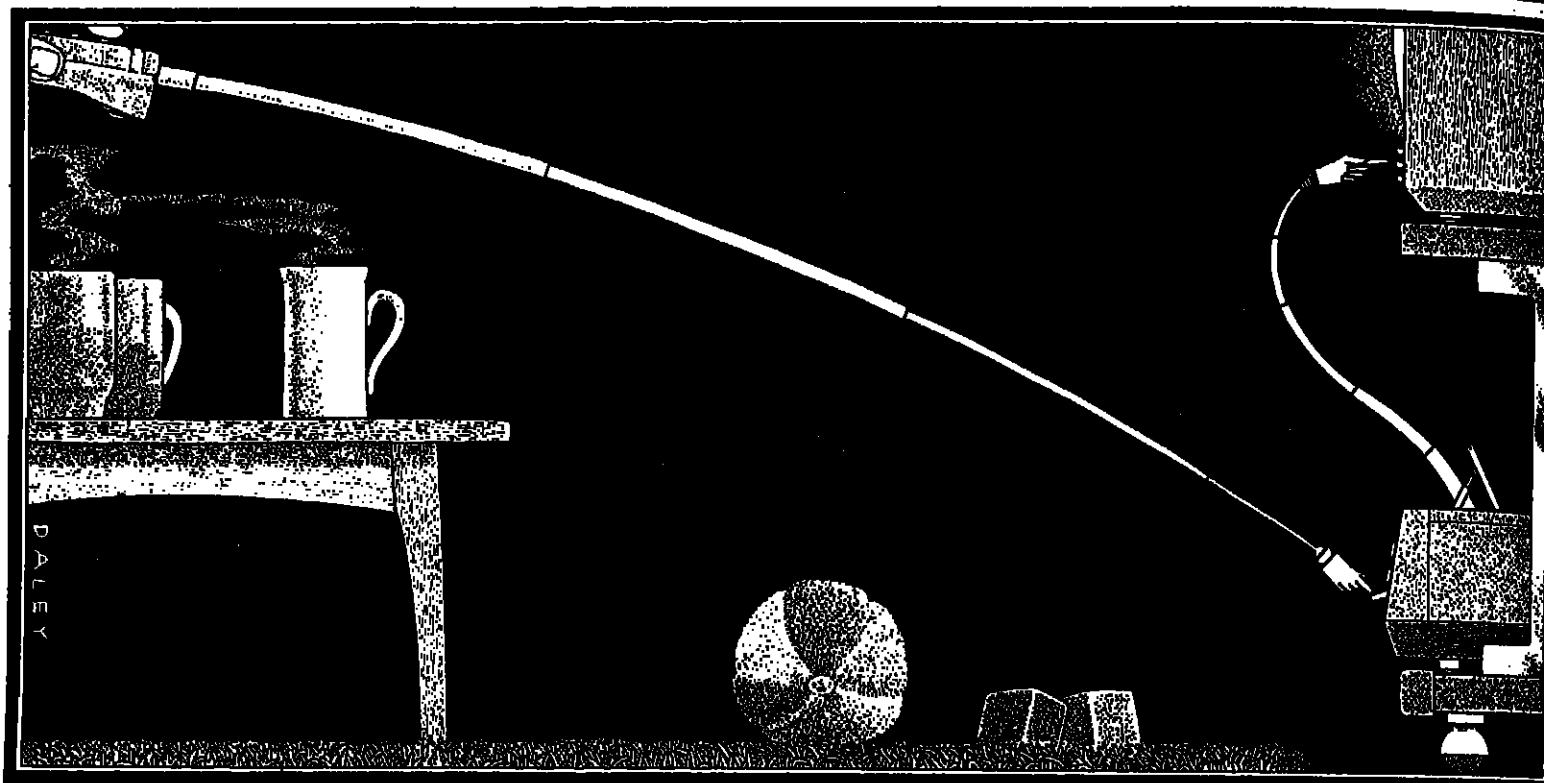
Four workers are currently being recruited to staff the MEI now that the three-year £55,000 pilot funding has been agreed. It is anticipated that 3,000 children and 200 teachers will use the Institute each year, in addition to those attending MEI-run seminars in schools and teachers' centres.

Initial teacher training places little emphasis on media skills, so weekend September for primary schools, for example, teachers will be able to assist their pupils undertake a range of practical projects from making and editing documentary videos to creating animation films.

Seminars on topics such as advertising, news gathering and special effects will also be held. The practical work and teaching packs prepared by the MEI will accompany the discussions. It is anticipated that these packs will be marketed to other local education authorities participating in the WREC Media Studies course. Finally, current and archive films will be screened, and pupils will be taken on visits to observe film makers and television stations at work.

When redevelopment is complete early in 1987, Chapter will be Wales's national film theatre in all but name. So the opportunity it can offer young film and video makers is invaluable. There is a shortage of well-trained television technicians in Wales - so much so that S4C is being forced to run a basic skills course for new entrants into the industry. Youngsters who study at the MEI will already have grasped the basics.

Iola Smith



TRANSMISSION CONTROL

Barrie Gunter and Mark Levy present the IBA's findings on home video use

Perhaps the most significant development in home use of the television set during the present decade has been the rapid penetration of video cassette recorders. As recently as 1979, only a tiny percentage of homes in Britain had a VCR. Latest estimates tell us homes have one - and more than half of homes with children.

As with any new media phenomenon, there have been publicly-voiced anxieties about the impact of home video on the young and impressionable. The publication in November 1985 of the final report of the Parliamentary Group Video Equality (Video Violence and Children, Hodder and Stoughton), drew attention to an unsavoury side of home video use - the playing of hired or bought adult-rated or even outlawed films depicting scenes of extreme violence and explicit sex. Fears that such films may be watched by children with disturbing emotional or behavioural consequences led to calls for new legislation to control the availability, distribution and classification of videos.

Despite this concern, there is still much we need to learn about the way people use their VCRs. We already know a few simple facts. For instance, by far the most popular use of VCRs in the home is to record programmes off air for viewing at a more convenient time. The Independent Broadcasting Authority's latest survey of *Attitudes to Broadcasting* found that 95 per cent of people with a VCR said they used it for

"time-shifting" television programmes in this way. This compared with around two thirds who claimed at some time to have hired a pre-recorded film from a video shop. We also know that the programmes individuals are most likely to record for themselves off television are films, followed some way by television programmes.

But there is a great deal more to home video use than this. We really need to get inside video households to see what is going on over a period of time how the VCR is put to use in the context of normal everyday TV viewing. Just recently, in an IBA-sponsored project, we have been able to do this.

Interviews were conducted in nearly 450 VCR households in four regions in England, which investigated the character of VCR owners, their video behaviour and attitudes. In addition, each household received diaries for two weeks, in which one person kept a record of what they watched on TV, what they recorded and played back on their videos, and who else watched with them.

We wanted to find out how often people used their VCRs and what their intentions usually are with regard to the programmes they record. Do most VCR households keep in a limited supply of tapes which they use over and over again, such that each recording has a short life-span? Or do some VCR users build their own libraries of movies and favourite TV shows? What do users perceive to be the main advantages of having a VCR, and in

what ways are they dissatisfied with it? Our analysis is not complete yet, but among the things we have found so far, is that most commonly, video homes seem to be family households with two adults and at least one child aged under 16 years. VCR households seem to be well equipped in other ways; nearly three out of four have more than one TV set compared with a national average of just over 50 per cent, and almost one-in-three have a home computer.

Video entertainment is clearly well liked, though many users would like to have more choice on offer. When asked to compare video with television, radio, newspapers, cinema and records/audio tapes on qualities of "entertaining", "informative" and "variety of content", video was rated as the second most entertaining medium after television. Interestingly, cinema was ranked the least entertaining. Not surprisingly, video was not rated as a good information source, but perhaps more significant, it finished behind television, radio and newspapers in terms of variety.

How are VCRs used? Practically all (99 per cent) of our VCR households said they had made off-air recordings at some time. More than half (5 per cent) said they "generally" recorded over the tape once they had watched the programme, while rather fewer (41 per cent) said they tended to keep recordings for a while. Very few (5 per cent) said they indulged in library building.

Diary evidence provided further corroboration of this pattern. Whenever our respondents made a video recording, they were asked to indicate in the diary how they intended to use it. Did they intend to play back the programme the same week and then record over it, or would they save the programme in a private tape library? In the case of most self-recordings from television (73 per cent), the intention was to view it soon so that the tape could be re-used. Fewer than 10 per cent of recordings were intended to be saved for any length of time. Intended quick re-use was most common in homes with 10 to 12-year-old children (8 per cent).

As well as making their own recordings, the vast majority of our VCR households (90 per cent) had at some time also rented pre-recorded tapes. More than one-third (37 per cent) had rented a tape within the "last seven days", and another similar number (30 per cent) had rented one within the "last month". Regular hiring "once a week or more often" was not uncommon (30 per cent). Almost all rentals (96 per cent) were of movies.

Frequency of rentals, however, declines with age. For example, young adults, 16-24 years of age, (69 per cent) were more than three times as likely as 55 to 64-year-olds (22 per cent) to have

rented at least one tape within the "last month". Video rental was not significantly linked to the presence of children in the household.

Buying videos was rarer than renting them. Less than one quarter of our VCR households (24 per cent) had "ever" purchased a pre-recorded video cassette. Among those, about one in four (27 per cent) had made such a purchase within the "last month", while the most common interval (for 44 per cent) was "less than once a year". Most of the tapes bought (60 per cent) were movies, while most of the remainder (23 per cent of the total) were music videos. Despite the latter finding, however, as with rentals, tape purchases were not strongly associated with the presence of children in the household.

Some VCR households do build their own tape libraries. We found that more than 30 per cent of our video homes had "librarians" some tapes. Around half of them had between three and nine tapes in a home video library, and at least 10 per cent of our households had saved 20 or more recorded programmes.

What do people feel about having a VCR? In addition to measuring video behaviour, we wanted to find out about viewers' experience with their videos. Does video provide particular kinds of gratification? And in contrast, what are the main problems people have with their videos?

It seems that people see a number of clear advantages to having a VCR. The most important thing for most of our VCR households (85 per cent) was the greater control a VCR gave them over when to watch TV programmes and films. For many also, watching a video was seen as an enjoyable way for the family to spend some time together (73 per cent) and saved the trouble and expense of going out to the cinema (73 per cent). These reasons were found to be especially common in homes with children up to the age of 12 years.

The most serious problem people had with their home videos, was lacking the time to view all the programmes they had taped themselves (61 per cent). A less serious complaint was finding it difficult to rent pre-recorded tapes they wanted (33 per cent).

On balance, the home video seems to be a welcome item which gives viewers an unprecedented degree of personal control over how they watch television. It is enjoyed especially in family homes where regular viewing of self-recorded programmes off TV is a popular pastime and is seen as a cheap and convenient way to entertain younger members of the household.

Barrie Gunter is Senior Research Officer at the IBA. Mark Levy is Associate Professor of Journalism at the University of Maryland.

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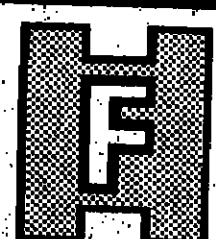
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Primary questions

Yvonne Davies on the importance of encouraging young children to operate the camera

During recent years the video recorder has become a familiar part of the primary schools' hardware. Technological developments have meant cheaper and even more manageable cameras and recorders, and so access to a video camera is no longer impossible for many primary teachers. Providing the hardware, however, ensures nothing about the way it will be used within the curriculum. Who, for example, is operating the camera?

From my experience as a primary teacher in Shropshire and tutor for a diploma in Media Studies in Clwyd, it is most frequently the teacher. There are notable exceptions, such as Paul Morrison in Leicestershire or Vincent McGrath in ILEA, but they are enthusiastic media educators anyway. To be more specific it is most often a male teacher. Not that this should never be the case, but it should not be the case exclusively and, it should be challenged.

For the teacher always to be camera person not only endows the equipment with a rarefied status, but prevents her/him from intervening productively within the project. The reasons for the teacher playing such a role can often be practical: the equipment is expensive and to 11-year-olds could damage it or themselves. But these difficulties can be overcome by employing the kind of organization Vincent McGrath advocates: fixed camera, hand-held mike, simple set and lighting.

It also assumes that technology is somehow neutral and that the end product will not be affected by who actually operates the camera or, more importantly, who makes decisions about the type of shot and when to cut or zoom in.

After working with a group of third and fourth years at a primary school outside Shropshire for a day-and-a-half a week for four weeks, the opportunity arose to use the county professional centre's video camera for two half-days. The children had been working on a language-based project broadly entitled "Viewpoints". This had involved written as well as photographic work and much discussion which aimed to show that many viewpoints are possible and valid, and that meanings are con-

The children had taken photographs of each other, many photographs of one child, particular photographs of just feet or hands and made up stories to illustrate a process - producing snapshots with photographic paper - and photo sequences to describe a particular view of their school. "This School is a Disgrace" or "This is the Best-School in Shropshire".

With this experience to draw on, the class and I found ourselves with a video camera for an afternoon. I had made a point of borrowing the equipment the weekend before, so I had a rudimentary knowledge and masses of enthusiasm. I narrowed our discussion down to what our audience would be and the length and type of programme. The constraints soon became evident: length of time for which we had the camera, lack of resources in terms of costume, location and amount of equipment.

An entertaining "news" format was eventually adopted. Initially the class was organized so that each child had the experience of being in front of the camera, reading a short news item they had made up, and operating as camera-person, sound assistant, director or production assistant.

Having instructed the first four in using the hardware, I was able to leave them to explain to the next group and so on. This sharing of skills, group cooperation and articulation of what had just been learnt was an essential part of the video project. Which items were to be included and why, who was to perform in front of the camera and who was to operate the equipment were broadly democratic decisions based on how children had done so far that afternoon.

By using the monitor throughout and getting instant feedback from the class audience, the first few minutes of the programme gradually came together. It included hastily-arranged graphics, introductory music, opening presenters who acted as link persons to a commercial break, the use of interviews to enlarge on news items and a closing simulation of a "transformers" cartoon using A4-size drawings with panning, tilting and zooming to simulate movement.

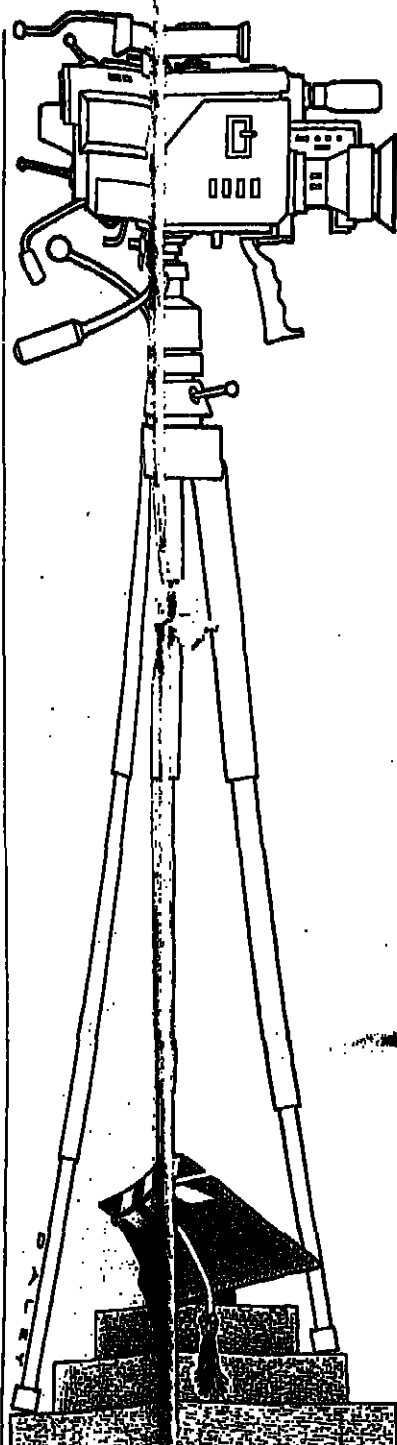
All the time the children were being encouraged to take their own viewpoint and realize the potential of doing so, rather than simply acknowledging the teacher's. Initially this was done by handing over control of the equipment.

The diploma course in Media Studies for primary teachers, based in Llay, Clwyd, has taken similar account of video work in teaching about the media. The course is in its first year, although a secondary-based course has been in operation for some time. The use of video in the primary school was looked at in some detail in the first term.

Teachers and tutors worked with the leader of the Wrexham Community Video Project and storyboarded their ideas using drawings and photographs, before shooting some simple sequences to illustrate "Breaktime" and "Coming to School" from several different perspectives. They also developed photo-stories and began filming with their own cameras as well. There would have been a strong reaction if the teachers' video sessions had not allowed any "hands-on" experience for the teachers involved. Shouldn't the absurdity of this idea apply to the classroom too?

"Who's operating the camera?" is a question which does not just seek to challenge the centring of control on teacher and hardware. It seeks to deflect attention from the hardware alone, and place emphasis on children's struggle for meaning through the language of video.

Diploma in Media Studies is organized by Linda Mclvor and Chris Points, Media Studies Unit, Mold, Clwyd and South Wales Polytechnic. Vincent McGrath's Sony/ILEA fellowship on the use of video in primary schools will be published shortly, edited by Yvonne Davies.



Secondary thoughts

John Goddard on practical media work at Yewlands Secondary School in Sheffield

Over the past decade Media Studies and more general forms of media education have been growing in status. There has been a plethora of conferences, syllabuses, books and teaching posts, all of which is very welcome. But at a classroom level, where the movement is energetic and encouraging, progress is still at an embryonic stage. And disturbingly, practical film and video work by children is actually seen to be less and less at the heart of such work.

There is a wealth of classroom ideas and experience to be found in a dozen or so schools which have been teaching Media Studies for over 10 years, involving large numbers of students. These schools have come to regard practical media work as central to media education.

One such school is Yewlands in Sheffield. Operational since 1975, with practical video production as its essence, the Communication Studies department now has over 100 students on its third year course, 80 in this year's fourth year (with 100 third years opted for next year), 70 in the fifth, and 20 in the lower Sixth at CEE. These figures are from a total of 125 pupils per year.

Even with such numbers, video production work is central to Communication Studies and entails around 50 video productions a year by pupils. The head of department, Alison Douglas, describes it as "self-sufficient, self-directed, individualized or group learning in the main with mixed ability classes." The children, she says, learn by doing.

Throughout the second term, students usually explore narrative through a "thriller", working in groups or individually. They sketch a storyboard, write the dialogue, select the music, explore locations, rehearse the drama, photograph the storyboard, film on location, edit, then show it.

Sequences, narrative, selection, mood, the language of signs and systems, the conventions of television are all actually teased out and faced in practice. They just appear as the kids are working." Alison Douglas explains. There is analysis in discussions with the teacher as adviser, or in some more formal class analysis sessions. Meanwhile, technical skills, social skills, language stimulation, and so on, are all part of the process.

The third term is for documentary, news and current affairs. These are tackled in the same way, practically and theoretically, with special attention paid to stereotyping and sexual representations. In terms four and five students produce a video on a "substantial" issue.

In the course of this work the department is seeking to engage the fifth years on various levels so that they explore a serious issue in their own way for a defined audience. They must also study the conventions of television in actual practice, content, form and style. They will make decisions of their own about selection, omission, bias, during the production process.

Students keep diaries which record these decisions and the reasons, while discussions with the teacher, other students and the viewing of previous years' videos and diaries all help.

One of last year's videos was *Cruising to Disaster*. This used a clever mixture of computer graphics, archive material, interviews, voice-over, and an extended interview with the City Council's Peace Officer, to show one boy's concern and fears over nuclear war. The building to a climax, pacing, and visual development of these were admirable. This year's fifth-year videos include pollution; nursery education; homelessness; wildlife in Sheffield; animal rights; South Yorkshire public transport; and the 1960s.

What is generally noticeable is the prodigious amount of effort and commitment to the work. One boy, "troublesome throughout the school", has been up at 4.00am to film deer at dawn for his project. The lack of discipline problems is striking. "Obviously there are some, but kids want to do the projects. The biggest threat is that they won't be allowed to."

Having explored the media in practice and with some theoretical underpinning, it is hoped that students are equipped to view the established mass media, and generate their own meanings and interpretations in a fuller, more analytical way.

There are some problems, like sheer numbers. "Perhaps in a class of 25 you have two groups filming, one researching, one doing graphics, and one scripting, all in different places," Alison says. "It is the same every lesson. So it is a credit to the kids how little trouble we have."

Back-up material is also difficult. There were plans in 1980 for individualized learning packs to back up every point of the course, but the sheer task of keeping things going with even larger numbers meant these did not materialize.

Distribution of the videos is not easy. When pupils know that their production is to be viewed by an audience, it sharpens their work and learning enormously. At one stage a distribution circuit in local working men's clubs was developing, while the Sheffield evening paper gave its middle pages over to the school one night a year for three years to give the then newspaper project an outlet. Local BBC radio also gave sixth formers a chance to make a series in 1981. But then...

Equipment is a problem too, in that it is not built to last under pressure. The department's two VHS portable packs, crash editing on VHS, a computer for graphics, minimum sound and lighting equipment in a very basic studio situation, are all being used every lesson every day. So the department lives from year to year in terms of equipment.

And of course there is initiation. Some children do imitate, some do spoof versions. But a few actually begin to subvert the conventions or do things for their own purposes in their own ways. "The thing is to work at their level," says Alison, "to give them the chance to move on from where they are, not impose from above."

John Goddard has taught Media Studies at Yewlands and been a Media Studies Teacher/Adviser in Newcastle.

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Pre-vocational challenges

Tim Blanchard on the role of Media Studies - in particular practical film and video - in TVEI and CPVE courses

As little as two years ago it would have been impossible to predict the now standard inclusion of Media Studies within the pre-vocational 14-18 curriculum. Most TVEI (Technical and Vocational Education Initiative) schemes and an increasing number of CPVE (Certificate of Pre-Vocational Education) submissions mention the media, though what is meant by the term Media Studies and what is incorporated within a Media Studies component seem to be infinitely varied.

The rationale for both CPVE and TVEI stems from a belief that the traditional curriculum fare for most 14 to 18-year-olds is inappropriate. It is considered neither particularly relevant to the world of work nor necessarily broad enough for all pupils; it builds artificial barriers between subject areas (add this prevents coherent whole school curriculum planning), and it tends to over-emphasize the theoretical rather than the practical, encourage factual recall rather than understanding, and develop writing rather than talking skills. Both CPVE and TVEI are attempts to develop a different kind of school experience.

On its own this might not explain the interest shown in Media Studies. To do so we must look at the kinds of activities which Media Studies, particularly in its practical film and video work, has been encouraging via CSE, CEB and O Level courses for a number of years.

Take an example of a group making a short video tape. First, it is practically based, giving students opportunities to have "hands on" experience. It is also by its very nature a problem-solving exercise. A task is set or negotiated, which the students have to complete.

Video work is inevitably group based, and as much emphasis may be placed on the experience of

working in groups as on video "skills". It arguably motivates students not least because of their familiarity and interest in film and TV, although a lot more than initial enthusiasm is needed to sustain interest.

Practical film and video work is cross-curricular. It is likely to cover technical, critical and evaluative skills from a variety of subject areas. And there are some obvious vocational links - in mass entertainment of news industries, for example - though there is a limit to the number of openings, particularly bearing in mind the likely level or status of the CPVE or TVEI qualifications.

Experience within the CPVE suggests that its framework, particularly the project stage at Exploratory Level, is closely allied to practical media work. A group has to select a topic, research it, plan a "shoot", edit, present and evaluate their work. Video and film work essentially examines not only the different modes of mass communication and the way in which communication is affected and effected by and by the various media, but also produces mass communications. Without these questions and debates film and video can be seen as taking place in a vacuum.

Within today's pre-vocational education, there appear to be three different models of how practical media work can be developed. The first is cross-modular. This regards film and video work as a unitary pedagogy within a curriculum trying to break down traditional subject barriers. It can be illustrated in both TVEI and CPVE courses and statements.

Within the CPVE for instance, one suggested project, involving media work, is found in the Exploratory cluster on "Manufacture". "Prepare a

video to show how the industrial processes and products are based on new technology."

Like the core module report, such a project ends to encourage problem solving and problem solving within a vocational context - here a comparison between a traditional manufacturing process and a new technology. This particular assignment implies that the process of filming is unproblematic and that in some way the video will be able to film life as it is "without any construction and any activity."

TVEI courses, on the other hand, tend to be treated as an individual project. The groups provide solving team work and real solutions to real problems. Each project is a real project, using real people, real places, real time and real resources. The groups are encouraged to be as realistic as possible in their planning and execution. The groups are encouraged to be as realistic as possible in their planning and execution. The groups are encouraged to be as realistic as possible in their planning and execution.

The second model of practical work can be termed vocational education. Here the hardware is not considered unproblematic - in fact the reverse is the case. The emphasis is on how things work, but in the context of the vocational world. The syllabuses, both CPVE and TVEI, either list topics which are to be covered in a unit or list topics which are to be covered in a unit or list topics which are to be covered in a unit.

learning outcomes such as "select and use appropriate sound and lighting equipment." This is like asking the class to write an essay when the teacher has not covered the different styles and approaches which can be adopted.

The third model might be termed the critical one; even though ironically much of its critical momentum lies within practical problem solving. A great number of these can be found in TVEI schemes and an increasing number in CPVE modules.

In both it seems possible to combine the three models mentioned so far within practical media work. As one TVEI brochure on TV and Media Studies put it: "You will be expected to learn all aspects of video making; this means more than just pressing the buttons on the machine. You will be concerned with making decisions such as planning a sequence of shots, composing the shots. . . . Not all the work will be practical and you will be discussing in groups a wide variety of media products. On television it could be an appreciation of the way a particular news story is handled by separate TV stations. In the press it could be studying how by cropping out various parts of a news photograph its emphasis can be changed."

CPVE, too, seems increasingly able to provide a similar kind of experience. The supplements to Parts B and C - Vocational Module Specifications, published in Spring 1986, demonstrate significant progress for Media Studies within the pre-vocational field. These modules, at Exploratory and Preparatory levels, allow for the development of assignments capable of cross-curricular, technical and critical input.

For instance, at Exploratory level, the Media Industries and Services Module covers not just the

technical (video, photography) and the vocational (editorial assistant, photographic worker), but recognizes the importance of placing them within a wider context. The components list includes "values, ethics and aesthetics", "image study and representation" as well as "audience", all capable of developing understanding of not just how a product is made but something about the process, constraints and structures.

At the Preparatory level there are five new modules which have this capability: Newspaper and Magazine Production, Audio and Video Recording, Community Publishing, Advertising and Basic Photography.

Much of the pre-vocational curriculum and more generally the New Vocationalism is based on the view that knowledge can be formulated and assessed within predetermined learning outcomes monitored on a sliding scale of attainment. There is a great danger that this approach is both restrictive and inflexible, in that it does not allow for deviation, exploration and experimentation. Most crucially, it does not readily accommodate objectives which are evaluative, critical and expressive, arguably the "centre" of practical media work.

There are clearly going to be challenges which media teachers must meet within the developing 14-18 pre-vocationalism. These challenges will focus around the extent to which media work will be able to contain a critical edge. This may be seen in terms of aims and assessment to be the antithesis of the pre-vocational education that focuses on the evaluative, critical and expressive. It is up to those involved in these developments to demonstrate the essential nature and value of their work.

Tim Blanchard is working on a research project on Media Studies and TVEI.

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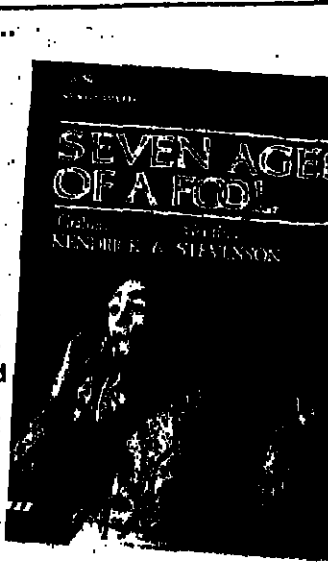
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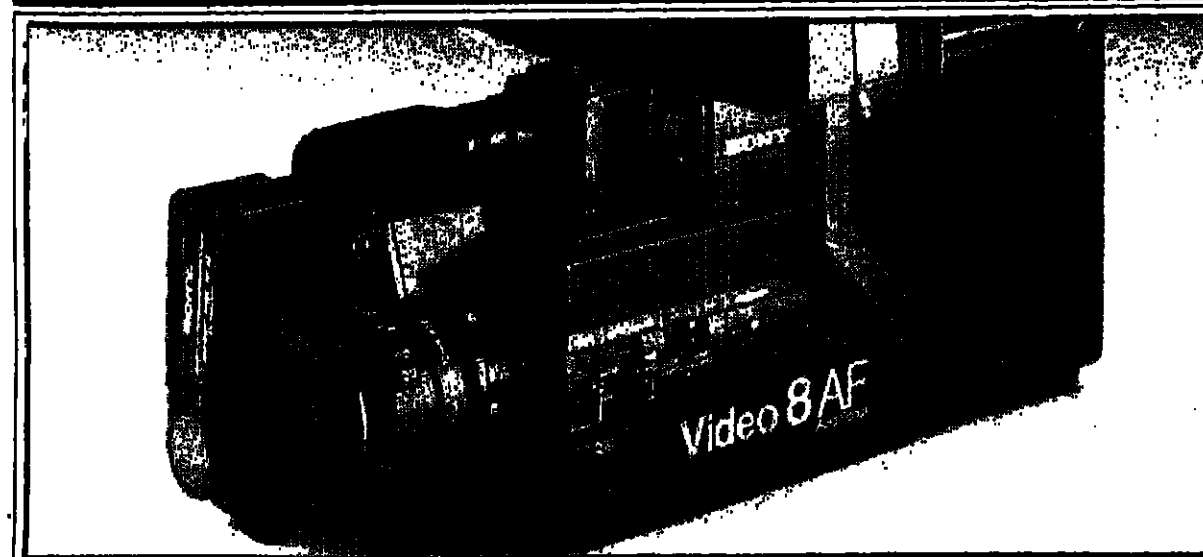
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EXTRA



Pandora's box

Play with it, swirl it, point it... Frank Gormlie tries out the new Video 8 camcorder from Sony

Sony's advertising campaign for the Video 8 camcorder appeared in most of the Sunday glossies in the weeks up to Christmas. It consisted of a full-page photograph of an old style "portable" video recorder carved in stone in the background and a new style Video 8 in the foreground held in one rather slim and delicate hand. It quite effectively characterized the "old" hardware and those who held onto it as being in the stone age of video technology.

My first experience with the Video 8, however, was more in line with another media text given circulation in the pre-Christmas ritual releases. *Video 8: The New Beginning* out on technology and how to handle it. I couldn't find the key to the elegant, hi-tech, dulled silver case which arrived containing the camcorder. But a visit to the Chinese, sage of every school, the Jammy, provided a chain containing enough keys to open even the most Pandora of boxes.

The war between Beta, VHS and Video 8 formats has been more brutal than any fought by the Philistines. The main users of the Beta system, seem to be abandoning it, with the

attempt to make the 8mm tape an acceptable format. Much of Sony's publicity, particularly that at point of sale has been to convince consumers that the new format is going to be acceptable and that it is going to stay. Sony's first ads featured endorsements from dealers worldwide.

The main, perhaps the only, advantage to the 8mm tape is its size. While it can be used to record an audio signal in stereo (up to 18 hours' worth on a one-hour tape, it has been claimed), the cost of around £11 per tape will not prove all that attractive. Prices should fall if they sell enough to produce them more in bulk. Reduction in the size of tape means that playback equipment can be reduced in size quite

visual equivalent of the Walkman, no size of the cassette is very similar to that of an ordinary audio. The Video 8 camcorder is not just a camera. It incorporates a video cassette player, with all the features of a normal portable player - cue/review, fast forward, memory etc. It can also be used as a recorder from television with the addition of a timer. The cleverest thing the manufacturer has done is to make it possible to copy from the 8mm format onto VHS or Beta. The facility to edit in camera by

use of the pause button is enhanced by an edit facility in the camera which allows for "insert" editing from the camera or from another tape.

Miniaturization also enhances the peripherals. Batteries are light, fit in neatly beside the handle, last a good half hour when fully charged, and are easily re-charged through a natty little gizmo which serves as a battery charger and allows the camcorder to run off mains power.

Portability is its strongest feature. The first reaction of anyone who handled it, from first year to other teachers, was to play with it, to swirl it round, to point it at the TV for infinity effects, to create strange angles. It invites playfulness, whereas many cameras seem to invite reverence and television - to replicate serious

Some of the best work done on video has been where children have been encouraged to explore the potential of the video camera, to shift the angle, look down from above, or upside down, point it, down on tables of coloured flour, on shapes floating on tanks of water, at mirrors reflecting mirrors, reflecting mirrors. That is the pedagogical advantage of the Video 8. It feels like a toy, a very expensive toy yes, but one which encourages playful-

ness. It is especially recommended for use in primary schools where its lightness and ease of use would be particular advantages. Got a spare £1,000?

There are one or two drawbacks. The depth of field is such that extreme close-ups are difficult to keep in focus, whether it's on auto or manual focus. The auto focus is pretty good. When there is an ambiguity about what to focus on, it does make a decision instead of drifting back and forward between one and the other as some cameras do. There is no macro lens, a device extremely useful for inserting images from books or photographs in your video programme.

The automatic iris, however, allows for shooting in very low lights, typically a classroom on a dull winter afternoon, and it adapts rapidly and almost imperceptibly to changes in lighting. The microphone is sited far enough away from the motion of the zoom to avoid most of the irritating whine on the sound track which occurs with many video cameras with built-in mikes and there is a facility for an external microphone.

The recorder also gives a choice of standard or long play and this allows you to double the time on the 60-minute tapes which are available at the moment. While the picture quality is not as good as a half-inch or three-quarter-inch tape, it is certainly quite adequate for most of the purposes of schools, although the need perhaps to transfer it onto wider tape for "distribution", to let others with a different system see what you've made, could mean that picture quality would be more important.

The question about buying such a new system is, will it be the system of the future? Or will it be a backwater of technology? I suspect that the future use of videos in schools is in some ways linked to the development of other technology like micro processors. Video 8 technology will not offer much in that line and eventually we must be thinking about disc systems which can be written on as well as used for playback. It will not become a dominant system. If you're thinking of buying it, be prepared to operate two systems side by side and for it to be a disposable aid for a few years.

Video 8 camcorder (CCD-V8A) £1250. Educational queries to Customer Relations Dept, Sony Ltd, Sony House, South Street, Slanes, Mid. Essex.

Frank Gormlie teaches Media Studies at Foresters' High School, Edinburgh.

Tape on video

The BBC/Open University production centre in Milton Keynes is making a video programme to encourage the use of video cameras in secondary schools. A co-production by BBC Enterprises and JVC video suppliers, it is intended to be the first of four programmes. The next one will look at video in primary schools.

The secondary school programme is currently being made in four comprehensive in Wembley, Woking, Sheffield and Leicester. The underlying philosophy, producer Clive Holloway says, is "to watch kids - as opposed to teachers - using video".

The one-hour cassette will take six case studies and show problems being tackled in a range of subject areas. Pupils will record role play in job interviews, science experiments, their own gymnastic skills, and a day trip to France, the message being that the camera in your school cupboard can be put to thousands of uses.

Since not many schools have video editing facilities, one section of the tape will show work at a local resource centre, where children are being helped to edit their recording of a medieval drama. "Technical teaching will just be implicit as kids tell us just why they are doing things".

One It Taped will be launched in September to coincide with *Inside Television*, a Media Studies series for 14 to 16-year-olds.

Course guide

16+ Syllabuses in Film, Television and Media Studies: A Survey by Philip Hayward BFI Education, 1986. 36pp. £1.60.

This comprehensive guide to media courses leading to CEE, CSE and GCE qualifications gives details about syllabuses and modes of assessment as well as addresses, schools and examining boards. Except at A level, it shows a surprisingly wide variety of approaches, ranging from the safely traditional to the bravely ambitious. Hayward's succinct and finely-tuned commentaries pinpoint not just the limitations of some syllabuses but, more importantly, the potential they offer for innovation.

There is essential information here both for teachers who are contemplating taking the plunge and for those who would like to find out more about what is going on down at the deep end.

The new orthodoxy?

Norman King reviews materials for Media Studies teachers

Teaching the Media, by Len Masterman. Hardback £12; paperback £5.95. *Making Sense of the Media*, by John Hartley, Holly Goulden and Tim O'Sullivan. Set of 10 booklets £25. Coda, 9 Poland St, London W1.

Len Masterman comes across in *Teaching the Media* as a kind of Pauline figure. An early convert who admits to having shined in the past, he can now preach the empirical truth and lay down the foundations of the law. He begins with three chapters entitled simply "Why?", "How?" and, significantly, "How not to". These are, in effect, an over-extended and rather self-indulgent introduction. They do map out an agenda, arguing for integration as opposed to the studies of media as discrete practices and for a new pedagogy. But they tend to be dismissive of things that don't fit easily into the Masterman view and they are condescending towards the teacher, who is assumed to be female.

As we progress, the tone becomes increasingly vituperative, with attacks on the elitism of Leavis and Thompson (kicking at unlocked doors), and jingles at all kinds of false idols, from authoritarianism to communications studies. The main body of truth is enshrined in four substantial chapters on determinants, rhetoric, ideology and audience, a curious grouping which results in some marked changes of register. The first is crucial but somewhat naïve, a problem which is ironically underlined by Masterman's insistence that newspaper moguls like Rupert Murdoch have little editorial control.

In the subsequent chapters there is a welcome shift of emphasis towards the pedagogical - the attempt to link

concepts to classroom practice is one of the more commendable features of the book. There are problems here too, though, as for example when narrative, a central issue for media study, is reduced in the classroom to little more than a prediction game. And there is an ambient fear of theory. As for ideology, Masterman seems not to have a firm hold on his material. He quotes Gramsci, Barthes, Poulantzas and Hall, and still sometimes gives the impression that ideology is basically just a body of ideas.

Masterman's book seems bound to provoke a variety of responses. It will be useful to readers willing to engage in the kind of debate which the author's mode of address does not invite. *Teaching the Media* is very much a one man show. As a team effort, *Making Sense of the Media* poses a rather different set of problems. More a course for English teachers than a teaching pack, there is a notable absence of pedagogy: examples of classroom exercises have only tenuous links with the issues under discussion and it is only in the last booklet that the issue of teaching Media Studies is directly addressed.

The organization of the course is even so, quite convincing, working through from the image as representation to its production and its consumption by a constructed audience. It begins on rather too elementary a level, assuming more ignorance than seems necessary. And, instead of providing working definitions of concepts which can be complicated later, it resorts to a vague and confusing terminology. For instance, "representation" is used in so many ill-defined and often inappropriate ways that it is only towards the end that one is aware that the whole project is in fact concerned with the politics of representation.

In between, there is a variety of approaches and of voices which do not always cohere. It is, in short, a juxtaposition of contrasts rather than a monolith. A section on photography which is subtle, well-written and illuminating is in marked contrast to the pages on adolescent magazines and the potted history of printing.

Overall, the package seems too sociological in its general orientation and too filled out with extensive quotations instead of analyses and discussions. This may please the teacher looking for an introduction to major issues. It certainly gives commendable accounts of the way media, communications and popular culture have been mapped. The difficulty is that it presents linear accounts of distinct approaches, as though one ideologically produces the next in a progressive chain of discipline.

Both publications should, then, be given a guarded welcome. On balance, I prefer the Welsh pack but neither project could hope to realize its aspiration towards completeness. What bothers me most is the absence of controversy. Masterman, to be sure, is intent on arguing but he takes issue with old enemies rather than with potential allies. The Welsh are more prepared to take account of ideological debates but too often seem concerned to efface difference within each segment of the text. Media Studies, like the media themselves, is a site of conflict. That, as much as the shared experience of pupil and teacher, is what opens out the way to a new pedagogy. Discourses of unity, especially paternalistic ones of the Masterman kind, will simply lead to a new orthodoxy.

Norman King teaches Film and Television Studies at Glasgow University.

EXTRA

Old movies

Joan Freeman looks at valuable records of life in the North West

Children do find it difficult to imagine times gone by, and of course pictures are a great help to them. Yet moving film has even more impact than stills: it is vivid and immediate primary evidence which brings the history books to life. Also, because film is a feature of this century, it has a particular appeal to young people.

To teachers, the advantage of film is the way it can be used in so many areas of teaching, typically history, English, geography and social studies. And now that most secondary and many primary schools have video equipment, the way is open for the continued growth of film transferred to video tape, the fastest growing area of flexible, push-button teaching resources. In time, there may be easy, inexpensive facilities to process local amateur movies on to video, though as yet it is still too expensive for schools to contemplate. Historical film archives are concerned with supporting features, professional newscasts, documentary films and even home movies (feature films are stored elsewhere). This celluloid treasure, stacked in its flat, circular tins, is packed with educational potential.

The team from the North West Film Archives at Manchester Polytechnic has been searching out, collecting and preserving a rich legacy of film made from about the turn of the century. For years, they have been showing some of their 600 films about life in the North West to schools in the conventional manner, in hastily blacked-out rooms, with projector and screen, and the monitor's hand hovering over the light switch. But they didn't feel that the children were getting much more out of it than a fun film show. A good deal of it had left their minds by the end of the following lesson.

The team decided to make a presentation by ordering the material into comprehensive blocks of ideas. To make it more readily accessible and versatile, it had to be transferred to video. Granada Television gave them free access to the highly sophisticated telecine equipment, and help from the



trained and enthusiastic staff at the studios. This allowed them to alter the speed and texture of the old film, some of it quite fragile, and to experiment until they found the best possible picture.

They put together seven teacher resource packs, free (but for the cost of the postage) for all teachers to borrow. These are *How Your Great-grandparents Used to Live*, *The Home Front in the Two World Wars*, *Transport in the Region*, *Leisure and Holidays*, *The North-West at Work*, *Glimpses of Family Life*, and *The Textile Industry*. Each includes a video tape, text about the film and its time, old photographs, and audio cassettes of interviews with people associated with the film.

Geography teachers might be interested, for example, in how the physical appearance of a town has changed, and consider with pupils where, how and when this happens. History teachers would have first-hand evidence of the history of ordinary people, as distinct from royalty and politicians; that is people with whom the children can more readily identify and empathize. In English teaching, arc-

hive film could be used to stimulate creative written work about those times. Study of the war poets, for example, would be substantially enhanced with genuine films of those years, along with other material showing the effects it had on the home population. As a stimulant to project work in junior schools it would be hard to find better.

Old film is not restricted to just the area of the country in which it was made; there is considerable overlap across the land. The distressing footage of Manchester burning in the blitz is not unique to that city; and again, although they are indeed of Lancashire, the workers seen in the cotton mills were only part of the vast labouring forces of the early part of this century. Nor are the scenes of family life played in front of the cameras entirely specific to the North. Yet each region does have something special to show to the rest of the country, mostly perhaps in the differences between urban and country living. The East Anglian Film Archive, for instance, has excellent film on farming and fishing, whereas the North West Archives are necessarily biased towards concern with heavy industries in the region.

There is no properly developed interchange scheme between film archives yet, both because very few archivists have collated their material into easily transferable packs, and most do not have the financial resources to achieve that transformation. Manchester was enabled to carry it out with money from the Greater Manchester Council, North West Arts, and from the Gulbenkian Foundation. The film archive at the University of Liverpool, for example, has a form which is accessible for teachers to use. It is too important a teaching resource to lie gathering dust on archive shelves.

North West Film Archive, Minshull House, 47-49 Chorlton Street, Manchester M1 3EU.

Television today

Television today is coming under greater scrutiny at a policy level than for several decades. On the one hand there is the continuing debate about the future institutional structures of broadcasting, with the coming satellite channels further contributing to possible changes; on the other the "effects" of television programmes have again become an issue. Perhaps related, there is also a new mood in the air with regard to media education. In July the second International Television Studies Conference will offer an opportunity to discuss these issues.

One of the five parallel strands of the conference is devoted to analysis and research into media education, as well as some of the current debates about the "effects" of television on the behaviour of young people. In all, more than 120 papers from 30 countries will be presented, broadening topics such as audience research, the future of public service broadcasting, television's history, analysis of programmes, theories of representation, and the impact of new technologies.

Media teachers will be able to discuss developments in media education in Japan, the USA, Latin America, France and Australia, and to review the upsurge of British research and practice in the hitherto much neglected area of primary media education.

This year's conference runs from Thursday July 10 to Saturday July 12 and is being held at the University of London Institute of Education. The registration fee for the whole conference is £43.70, but a Saturday-only ticket will be available.

The conference is organized by the TV Unit of British Film Institute in conjunction with the Department of English and Media Studies at the University of London Institute of Education. Further information from ITSC, BFI Education, 81 Dean Street, London W1V 6AA.

Richard Paterson

The marketplace

Nick Baker reports on this month's BUFVC conference

The market for film and video in education was the theme of this year's British Universities Film and Video Council conference held at Sussex University. For those who wanted to visit the marketplace itself, there was an exhibition with over 40 video and film providers displaying their wares. These ranged from the big boys of broadcast television to the smallest enterprise.

While most of the conference centred on further and higher education, there was still plenty of opportunity to look at a wider range of materials for primary, secondary and adult education as well as vocational training. Among the 24 screenings you could see anything from how to bandage a dog to planning the nursery school curriculum.

It's this breadth of market that causes problems in the industry, among providers and consumers. In a fairly deliberately provocative speech to the conference, Bill Evans, Managing Director of Viscom Limited, suggested that the market was "awash with programmes, some of them wanted by teachers, most of them not". Taking distributors, producers and particularly teachers to task for their lack of organization and wastefulness of resources, he called for a single universal database and catalogue of film and video for education.

In fact, BUFVC are on their way to providing just that. In the shape of HELPIS, a growing database containing details of film, slide, video and videocassette. It's a fully interactive system, with users offered the opportunity to interrogate the database on line to track down details of the material they are after. All the material is geared to higher education.

There's still a lack of similar information store for the needs of other areas of education, but help is on the way in the shape of NERIS, currently

being planned by the Department of Trade and Industry. NERIS (National Educational Resources Information Service) will provide a similar service to primaries and secondaries as that offered by HELPIS to higher education. NERIS will also carry data concerning printed as well as audio-visual materials, and will be accessed via free modems offered recently to schools by the DTI. As yet, the NERIS project is in its infancy, and no date for launch has been set.

While teachers in primary and secondary schools wait for their database, the argument about suitability and style of production still rages. Teachers at the conference complained that much of the material available was too pre-packaged and didn't allow room for the teacher to interact and interpret. There was also the predictable problem of cost. One delegate, representing a large media centre serving schools told *The TES*: "Prices range from videos that are free right up to three-year leases on feature films costing well over £100. Some videos cost well over £100 to buy outright." She also bemoans the lack of reasonably priced broadcast TV made available on video.

There are some rays of hope here. BBC Enterprises, for example, are selling the "Top 6" Shakespeare plays (*Hamlet*, *Macbeth* etc) at £50 each, and you can buy a London Weekend Television *South Bank Show* for as little as £45. As far as independent, non-broadcast video is concerned, one company, Team Video, seems to have succeeded in creating an effective marketing strategy.

Team Video's Joel Crayford explained the company's research into gaps in the market, its balance between "bought in" and "in house" material, its deliberate avoidance of presenters (allowing the teacher to act as mediator between the material and

the class) and its careful use of "segmentation by numbers" allowing the teacher to fast forward or back to relevant material. Team has managed, in its *Video or Work* series to be equally attractive to the schools and trade union market, and has also succeeded in keeping costs down. Prices start at £25 a copy. (See review on next page.)

One medium that allows the user easy and rapid access to the right material within a programme is videodisc. There was disappointingly little videodisc material on display for primary and secondary schools. One interesting (but as yet unreleased) interactive videodisc package, John Wiley and Sons' *Interactive Science Laboratory*, simulated four experiments for A level Chemistry and Physics, that are either too expensive or too dangerous to set up in a school laboratory.

Also on show was the alternative videodisc format, VHD, from Thorn-EMI. Already in use in schools in Japan, the system is claimed to be far cheaper than LaserVision. While the material is currently non-interactive, it's possible, using a BBC micro, for teachers to "add their own interactivity" by writing their own software. Thorn-EMI are still deciding when and how they'll be marketing the system to education.

By far the most contentious topic was that of copyright. With the increasing popularity of Media Studies in the secondary and higher curricula, when would the TV companies allow free use of any off-air recorded material so that popular television could be put under the classroom microscope? A panel of TV company representatives including TVS, HTV, Channel 4, the Open University and Harlech (with the BBC conspicuously absent) wisely opted to reserve judgement until the new White Paper on copyright was published. (See page 15).

FILM AUSTRALIA

Film Australia, Australia's National Film and Video Production House, produces excellent and award winning educational film and video teaching resources.

Please contact the following for catalogue details:

Ms Judith Rosser
Educational Media International
25 Bolleau Road London W5 3AL Phone: 01-9988657

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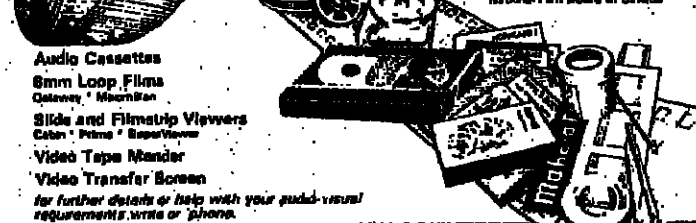
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Further details from:
The Summer School Secretary
British Film Institute
Education Department
81 Dean Street
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VIDEO
REVIEWS

EXTRA

Rights and wrongs

Team Video aim to attract the schools and trade union market.
Richard Evans reviews some of their work

Video on Rights:
Giro - Is This the Modern World? VHS and Beta £50; U-matic £40
Women in Construction VHS only, £30
Fair Go - Your Rights VHS and Beta £25; U-matic £40
Accompanied by Rights, Responsibilities and the Law £3.95 per book (minimum order - five copies for £19.75)
Team Video Productions, 2 Ridge-mount, Ridge Road, London NW2

Team Video Productions' latest promotion offers schools and colleges a Video on Rights library, accompanied by the textbook, *Rights, Responsibilities and the Law*. The library offers a critical look at four contemporary issues: what makes work interesting, how new technology can make life better, how political decisions affect life on the street, and what opportunities exist when you are on the dole. The book will be familiar to many

teachers and lecturers and Team Video have helpfully supplied notes with references to specific sections and tasks in the text linked to each video. *Giro - Is This the Modern World?* (52 minutes) by the Birmingham Film and Video Workshop, shown on Channel 4 in 1985, opens to expansive, Dallas-style music, giving the air of a soap opera, but it rapidly turns into an urban private eye spoof with donkey-jacketed toughs called DHSS snooping on the unemployed.

This obvious, yet well-constructed format is designed to highlight the problems and tensions of the young unemployed and the view that to be dependent on the state is to be less than whole. This latter point is intended to be understood as a satirical approach but nevertheless the video's stated purpose is "to provide a developing discussion about life on unemployment benefit and living together in a community".

This it does well and more specifically raises questions about the role of government and general attitudes towards work. A particular comment is

worth quoting: "If they want us to work, they must make work more interesting and pay us a decent wage." Now the only point about using a programme like this for the teacher to be able to use such comments to further discussion and debate, and also for students to formulate their ideas, responses and actions. As such, interviews with a range of public figures who are all politicians provide the basis for serious thinking about the role of the state in an era of mass unemployment.

This programme has both appeal and purpose and could be successfully used in a variety of courses. However, whether used on generalist courses such as general studies, personal and social education or life skills (even careers), or specialist courses such as sociology or social administration, it must be carefully planned and integrated. While this approach to contemporary issues may be insignificant on its own, it has relevance as part of a whole course.

Women in Construction (33 minutes) by the ILEA TV and Publicity

Unit, is going to raise the hackles in all male schools and thank heavens. If it develops discussion of equal opportunities and the role of women, and confronts some teachers' and students' stereotyped thinking, then its purpose will have been served.

In a non-dramatic way, through eight women explaining their jobs and training, with close-ups of their work, the video encourages men to examine their attitudes towards women doing the work depicted. This technique of covering a range of issues such as family reactions and working with men by illustrating a variety of typically obvious male occupations like painting and decorating, bricklaying and woodwork, and slightly less obvious occupations like a civil engineering soil mechanic, keeps the central purpose of the video in the forefront and extends the discussion into the issues of equal pay and the Sex Discrimination Act.

Fair Go - Your Rights (20 minutes) by the Victorian Trades Hall Council Video Unit and Open Channel, Victoria, Australia, is the least convincing of the videos reviewed, not because it

is clearly Australian but because the studio situations seem unreal, though the music and effects are well done.

The main issue of the video, that of two school leavers searching for the job of their dreams and facing problems of unfair pay, sexual harassment and generally being the target of the unscrupulous, are important ones, but become obscured by the magical appearance of a stranger who shows them the way forward. While a good idea, the artificiality of the situations might well detract from the real issues.

Presentation is all-important when using videos in an educational context. This why the first two tapes are more successful - they achieve their objectives because they are either using location shots or using "real" people. It's much harder to make the videos set in studios as good as television programmes, and it's certainly something that not all producers have mastered when making videos for critical study viewers.

See Nick Baker's report on *The Marketplace* on previous page.

Allegorical tale

Why We Need Each Other

Boileau Road, London W3 3JL

Why We Need Each Other: The Animals' Picnic is an allegorical tale for younger children about appreciating people (and by extension other parts of creation) in all their variety. It is also a lesson against ostracizing those who are different. It is a worthy purpose. The illustrations have a lively, impressionistic quality, but the story is a little flat. It is a pity that the book is so short, as it is a pity that the book is so short.

The book is a little flat. It is a pity that the book is so short, as it is a pity that the book is so short. The book is a little flat. It is a pity that the book is so short, as it is a pity that the book is so short. The book is a little flat. It is a pity that the book is so short, as it is a pity that the book is so short.

The answer is that we all need each other. It is a pity that the book is so short, as it is a pity that the book is so short. The book is a little flat. It is a pity that the book is so short, as it is a pity that the book is so short. The book is a little flat. It is a pity that the book is so short, as it is a pity that the book is so short.

Francesca Greenoak

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On the job

Jean Sargeant on a new library of careers videos

Careers in Focus
£13.50 + VAT per programme
Produced by Vision Communications for Edman Communications
Distributed in association with COIC.

The release of eight *Careers in Focus* videos lays the foundation for a future careers library of some 30 occupational titles. These initial videos, which are being distributed to education institutions and careers offices in association with COIC, cover careers in a travel company, the retail business, telecommunications, banking, computing, chartered accountancy, insurance, and building. Titles in the course of production include aerospace, biotechnology, law, fashion, pharmaceuticals and oil.

The videos, which last for approximately 20 minutes, have been sponsored by a leading company in a particular occupational area (Thomas Cook for travel, Price Waterhouse for accountancy, Hoechst for pharmaceuticals, Laing for building, etc.). It is claimed that the series is suitable for all academic levels and all ages

from late secondary to undergraduate. In practice, despite a nod in the direction of the less able - and clearly the balance between able and less able varies from occupational area to area - the emphasis is on average and above-average ability.

Within this framework, however, *Careers in Focus* goes a long way towards meeting its objective of enhancing young people's occupational information. Each programme introduces the viewer to about 10 "characters" (real people, not actors) going about their daily business within a given career area. We are thus given not only an idea of the range of activities within that occupational area but also a glimpse of working conditions and promotion prospects. Thus in the chartered accountancy programme we see both the junior and senior members of an audit team at work and are rapidly disabused of any idea that accountancy is suitable only for grey suited, desk loving, mathematicians.

Strangely perhaps, given the range of academic and interest levels that the library hopes to cater for, some programmes are rather narrow: chartered accountancy not accountancy, building not the construction industry. Although such tightly-focused programming is a useful complement to much general careers material, some brief reference to the wider occupational area would have been useful. Chartered accountancy is only one type of accountancy, opportunity at a least academic technician level also exist.

The programmes omit specific information on salaries for example, which may be useful out of date. One area would have been useful: the production team's prediction. However, the fact remains that further information is needed to flesh out this

inevitably quick, career sketches of the programmes. The cassettes' print "wrap-rounds", which already include some background information, could surely have been expanded. Those weaned on educational broadcasts, usually served with fairly substantial print back-up, will regret the relative lack of supporting print.

Another frustration, based on a limited viewing of one complete programme and extracts from others, was the lack of opportunity to assess whether the sponsorship would influence programme content. Certainly no editorial influence was apparent in the accountancy programme. In general, the producers claim that despite the interest of sponsors in a particular career area, the programmes build in "as many turn-offs as turn-ons".

It remains to be seen whether, in the library as a whole, the merits or demerits of a career area are couched exclusively in terms of the individual's characteristics (important though that aspect is), or in terms of the characteristics of that industry. Some occupations, for example, are notoriously poorly paid. Would a sponsor from that industry want to say so?

Overall, though, *Careers in Focus* forms a useful addition to a school or college stock of career materials. The cost, as video cassettes go, is not high, although even this relatively modest sum may prove prohibitive to some. Students already interested in a career area, or at least seeking to keep their options open, will find much to stimulate and interest them. Moreover, given the number of homes possessing a video cassette recorder, teachers might be tempted to initiate a hire-service in order to ensure maximum use of the resource.

edits

GUIDE TO YOUR DOG
A new interactive videodisc is being designed to help dog owners understand all aspects of their pets' welfare. The disc is intended for the general public but already interest is being shown by the Kennel Club who would like to show it to their younger members.

The disc will be available in two versions, for either a Philips LaserVision player or Thorn-EMI's VHD system. A computer is not necessary for running the programme. Instead, purchasers will be supplied with a simple handset which is being designed specially.

"The Videodisc Guide to Your Dog" will contain 160 movie clips, 300 still pictures, 400 pages of text and 150 index pages. It is being produced by the London University Audio-Visual Centre and the Royal Veterinary College as part of a collaboration with the Department of Trade and Industry and Thorn-EMI.

The disc plus handset should be on sale by the autumn, selling at £50-£100. The disc plus handset should be on sale by the autumn, selling at £50-£100. The disc plus handset should be on sale by the autumn, selling at £50-£100.

INDUSTRY YEAR
CFL Video have produced a 1986 "Film and Video for Industry, Commerce and Public Service" catalogue listing over 60 new titles, some of which will provide support material for activities for Industry Year.

The film and video for industry catalogue and "Film and Video for Education and General Interest" are both available free of charge from CFL Vision, Marketing Headquarters, COI Hercules Road, London SE1 7DU.

BUFGV DISTRIBUTORS' INDEX
The British Universities Film and Video Council has published a new edition of its "Distributors' Index" to help teachers and librarians know where to find the type of programme they require. Although the emphasis is on material for higher education, the publishers suggest that secondary teachers will also find it useful.

Price £6 (£6.50 to BUFGV member institutions) from Publications, British Universities Film and Video Council, 55 Greek Street, London W1V 5LR.

Concord Films

201 Falmouth Road, Ipswich, IP3 9BJ
Videos and Films for Discussion on social issues
Full catalogue £2.20, updates £1

Pick your own adventure!

Gillian Thomas on choosing an activity centre



Canoeing - safety is an important aspect

proper qualifications. This is of course particularly important when safety is involved, as in potentially dangerous pursuits like abseiling, canoeing, climbing, riding, sailing or scuba-diving.

The size of the centre and the kind of accommodation on offer play an important part, since some children thrive in crowds, while others prefer a

quieter environment. Evening entertainment is greatly influenced by numbers. In particular, anyone taking a school group needs to know whether they will be on their own or with another school.

As for accommodation, centres range from purpose-built ones to converted country houses or farms. Moreover, some children - not to

mention their leaders - will appreciate a comfortable bed and good food, while others will be happy roughing it under canvas.

For unaccompanied children in the school holidays, a growing number of American-style activity holidays are on offer. For example Dolphin Camp Beaumont and Kids International have now joined the longer-established PGL and Colony Holidays in offering not only a choice of multi-sports, but also all sorts of specialist topics like drama, art and computing.

Assessing the subtle differences between them from their glossy brochures is not easy. Yet with prices around £150 a week, both money and the child's holiday are at stake.

Many are based at boarding schools and most take children from the age of six. Often they can also be attended on a daily basis, with children collected by coach from pick-up points - at an extra cost - or delivered by parents.

Some day-camps even take children from the age of three. If so, it is particularly important to check the standard of supervision and the possibility of a last minute change of venue as this might mean a longer journey each day.

Another point to check is whether all the options (Dolphin list 36 on their "Multi-activity adventures" and Camp Beaumont give a choice of "over 101") will actually be available. Last year our

14-year-old was very disappointed to miss judo during her week at one because the teacher did not materialize and trampolining because the sessions were impossibly overcrowded.

Among the more specialized children's holidays, the Outward Bound Trust runs courses at five centres for 14-year-olds upwards. They are devoted to personal development through strenuous, challenging pursuits outdoors like mountaineering, camping expeditions and watersports. New this year are "Wilderness" ones in Scotland.

For children over ten, the Inter-School Christian Fellowship organizes a range of sports and special interest weeks within a Christian framework, from only £20 a week. The YHA's "Action and Adventure" weeks at hostels for 11 to 15s include sailing and pony trekking.



Target practice at an activity centre

Family time

by Gillian Thomas

With children of 17, 14 and 12, our family holidays have to cater for divergent interests and also offer activities that will stave off quarrel-inducing boredom.

The opportunity to try scuba-diving, or to do nothing at all, tempted us last summer to PGL's Family Adventure on Guernsey.

Together with about 60 others, we were based at a boarding school where the accommodation was basic but adequate and the food plain but plentiful. As well as the scheduled activities, we had use of the nearby King's sports club for swimming or being sociable in the evening.

Two-hour sessions of abseiling, archery, canoeing, squash and volleyball were among the first three days' activities followed by a day-trip by boat to the tiny island of Herm.

I found the coaching in my main activity - tennis - very good, despite a wide range of standards, while two of our children who concentrated on scuba were delighted to end with a dive in the sea. High winds unfortunately interrupted the third one's windsurfing and she had to resort to tennis instead, but we all enjoyed our week enormously, including my husband who did very little at all!

Certainly, if you want to be busy and with other families, the activity holiday formula works well - and it is particularly suitable for single parents. PGL offers ten family centres in Britain and several abroad.

There is also an extensive choice of

holiday courses in July and August for all ages at famous schools like Marlborough, Millfield and Taunton. They include hobbies as well as sports, usually with the opportunity to specialize in different ones in the mornings and afternoons.

Many centres specializing in outdoor pursuits for schools also cater for families during holiday periods. For example, Skern Lodge in Appleton, Devon, offers a choice of 26 activities, including land-yachting, cycling and caving, as well as various watersports. Participants choose ten in advance, spending half a day on each. Evening entertainment is varied too.

Plus Menai, the Welsh National Watersports Centre on the Menai Strait in North Wales, has excellent facilities for sailing, windsurfing and canoeing with courses at all levels. Accommodation is in family rooms. Incidentally, holidays in the Mid Wales area this year are being promoted around an activity theme. A special brochure covers centres and accommodation.

Specializing in walking holidays, The Holiday Fellowship and the Countryside Holidays Association are both good options for families. They are generally based at country houses which give them a pleasant homely atmosphere. Butlins have sports weeks at several of their camps, while the much smaller Ganton Hall in Norfolk has off-peak weekends for families with coaching available in several sports.

staff training/competency, and good facilities/resources are needed. Clearly if the Association is to be effective, it must attract a significant proportion of the growing number of activity centres and also establish a system of independent inspection to check the standards regularly. So far the response has been enthusiastic, according to Bill Higginson of Young Leisure, its first Chief Executive. One of his first tasks is to produce a handbook of centres have been inspected, listing their facilities. The BAHF has been welcomed by the Sports Council, tourist boards and the Consumers Association.

Full membership of the BAHF costs £60 per year, with a £100 entrance fee. Details from BAHF, PO Box 99, Tunbridge Wells, Kent, TN1 2EL; tel 0893 31804.

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Activity Holidays in Britain: 75p from Farm Holiday Guide Publications.
Working Holidays: thousands of opportunities worldwide for older children, £4. School Travel and Exchange: guide to school trips and specialist holidays in Great Britain and abroad. 75p (or both from the Central Bureau, Seymour Mews House, London W1H 9PE).

Free information:
Activity Holidays in the West Country: leaflet from the Tourist Board, Trinity Court, Southemhay East, Exeter, Devon EX1 1QS.
Mid Wales, a Hive of Activity: leaflet from the Tourist Board, Machynlleth, Powys SY20 8EE.

Other leaflets from Wales Tourist Board, Brunel House, 2 Fitzalan Road, Cardiff CF2 1UY (including a new one on pony trekking and riding) and Scottish Tourist Board, 23 Ravelston Terrace, Edinburgh, EH4 3EU.

Island journey

by Marsha Hanlon

By the time the third and fourth-year pupils from Shropshire set off for their environmental studies week in Dyfed, their trip had become the pilot programme for junior school visits to the Field Studies Council's 10 centres. It began, however, with a chance conversation between two neighbours.

Jack Cornall, headteacher at St Mary's Bluecoat School, was fed up with unproductive junior school trips where "the teacher does the whole programme, acting as parent, cook and educator." Tony Thomas, Director of the Field Studies Council, whose residential centres around the country need new students: financial cutbacks have reduced the number of A level participants on environmental and allied courses. A plan soon evolved.

The two neighbours explained to parents at the Bridgnorth school what they had discussed. A trip to the Dale Fort Centre, they said, would feature a visit by boat to Skomer Island nature reserve. For these inland children, the coastal setting and boat journey would in themselves be educational.

As the pupils do mapwork, sea charts and compass readings would be included during the brief boatride. On the mainland, children could explore varied coastlines - muddy, sandy and rocky - studying plant and animal life on each, then examine specimens at the Centre's laboratory.

At the weather station, pupils could note wind direction and cloud cover. Then, at school, follow-up projects would reinforce what they had learned from Mr Thomas and his staff. For the children, nothing from sea-side to lab, boat to weather station, the trip was a satisfying blend of school and holiday.

"I hurried the children out of the lab, anxious for them not to miss the moment of low tide," admitted Tony Thomas. "Then I realized that, for this age group, it doesn't matter if they don't examine those last few feet of shoreline."

Working in tandem with teachers - older pupils are usually unaccompanied - gave Mr Thomas an opportunity to offer in-service training in fieldwork techniques. Pleased though Mr Cornall appears, he is reluctant to evaluate the experience until seeing its effect on his teaching. "This was just a taster," he said. "The meal comes later."

It will be a multi-course banquet, as the three teachers who took part plan a full term of follow-up activities based on their own academic interests. One will cover science. Another, an art specialist, envisions mobiles of the birds the children saw.

For Jack Cornall, the emphasis will be on creative writing: "Not just about ecology, but also how the children felt about being away from home." Each pupil will put together a book about the school trip for display at school. Mr Cornall's in-service training also gave him new ideas for future environmental projects and approaches. With the Centre's experts doing most of the teaching, Mr Cornall enjoyed "getting to know the kids and getting known, which will make it easier back at school. And," he added, "there's a hospitality you get with naturalists that you don't get at youth hostels."

For junior school visits to Field Studies Centres, the inclusive cost is £20 per pupil for a 5-day course, £70 for a 7-day programme. Details from Tony Thomas, Director of the Field Studies Council, Preston Montford Field Centre, Monford Bridge, Shrewsbury SY4 1DX (0743 890674).

Safety first

Mary Cruickshank on the importance of preparing for a school visit

High standards of safety on school visits usually go hand in hand with clearly defined educational objectives and well-structured activities. Achieving high standards is only possible when time is made available for adequate preparation. Even the most experienced teachers consider a preliminary visit essential for planning the programme, ensuring instructions are clear and being in a position to anticipate as many eventualities as possible.

A variety of sources of information are available to teachers planning visits to unfamiliar parts of the country. A substantial proportion of group activities in the countryside take place in the National Parks - around 40 per cent according to a Countryside Commission report. Snowdonia receives the greatest volume of visits, followed by the Lake District and Peak District. The other seven parks - Dartmoor, the Brecon Beacons, North York Moors, Yorkshire Dales, Exmoor, Pembrokeshire and Northumberland - receive fewer, but still substantial numbers of visitors.

There is a youth and schools liaison office in each of the parks where information on transport, accommodation, sites and study resources is available. But the prime concern of the officers is safety.

Hugh Robertson, liaison officer for Snowdonia, sees his role as being to provide information and advice about dangers and the suitability of different areas within the parks for visits, but he stresses that the responsibility for school groups rests firmly with the local authorities. "It's vital that local authorities are aware of the dangers and responsibility," he says. "Many acci-

dents start months before a visit - with bad planning. Local authorities must give teachers more support and time for reconnaissance."

Of the 114,000 children visiting the area each year, he reckons he has contact with the leaders of around 50,000 and there's clear evidence that accidents are rare among the schools that make use of the service. He's particularly concerned about accidents associated with fairly low-key activities, such as a child getting into trouble while paddling or retrieving a football from a stream. He also emphasizes the need for teachers to know their pupils and their pupils' physical condition well - a change in diet or sleeping routines can easily weaken a child.

Like the liaison officers of Snowdonia and the Lake District, Rosy White, information officer of the Brecon Beacons National Park, is also a member of the local mountain rescue team. This first hand experience of the area can be invaluable when advising teachers. "It's very important teachers get in touch with us before they visit," she says. "Conditions can change a lot throughout the year." Their information packs for visiting groups - like those of the other national parks - offer detailed advice on equipment, clothing and safety procedures.

Most school visits take place between April and May, when weather conditions in Snowdonia, the Brecons and Peak District can still prevail. Accidents happen when badly prepared groups are hit by sudden changes in weather and drops in temperature. Two booklets published by the Peak National Park on *Mountain Safety* and *The Pennine Way* and the

in this respect. The Lake District National Park offers extensive resources and materials and has recently added a leaflet on winter safety to its other publications. Gerry Wilson believes that the message is gradually getting through, although he still comes across groups without any perception of the possible dangers they are putting themselves in.

The information network offered by the National Parks is by no means the only one available to teachers leading school journeys. Teachers' centres can be an invaluable source of information and on-the-spot advice, as can local schools. Some I.E.S.s provide annotated maps of potentially hazardous areas and teachers in doubt of the safety of some coastal areas can contact the coastguard station. Tourist offices can be equally helpful. Dorset Education Authority's *Teacher's Guide to organizing a day out of doors* should prove useful to anyone involved in outdoor education, and the authority will also try to answer specific queries about safety in particular areas.

According to John Hilsam, warden of the Isle of Wight teachers' centre, the degree of preparedness among teachers varies enormously. Of the 30,000 children visiting the island every year, most stay in hotels and holiday camps, where the accompanying teacher is responsible for preparing and running the holiday. "Some teachers are extremely well briefed. They have contacted the centre, the environmental studies adviser or geography and science specialists, as well as the tourist board. They know the tide timetables and have worked out itineraries taking into account all the local conditions." Teachers take on a formidable range of responsibilities when organizing school visits; thorough preparation is vital if they are to be properly discharged.

Education Services in the National Parks is a free leaflet available from the Countryside Commission, John Dover House, Crescent Place, Cheltenham, Glos GL50 3RA.

nin. "Not many people realize that white water, which looks as if it's boiling and is full of air bubbles, is not as dense as ordinary water. You don't float; you sink like a stone. Even for a good swimmer it's very difficult to swim in white water. Teachers will be taught to recognize such a situation and avoid it."

The instructors believe they have a moral obligation to ensure that party leaders have the right tools, technique, experience and confidence to deal with the inherent danger of outdoor activities. "Danger is an essential ingredient," said Derek Mayes. "We all have the idea of making places safer - much better to make the people safer by training them. Young people deserve to see wild remote country and enjoy the commitment required to get the best out of it. They more than deserve it; it's an essential requisite of growing up. Those youngsters street rioting do it desperately."

The Plas y Brenin instructors are among the most highly qualified in the country. Derek Mayes holds the world's highest professional mountaineering qualification as well as an advanced mountain first-aid certificate. He has climbed in New Zealand, Scandinavia and the Alps and with the other staff, forms a mountain rescue team. They have, he said, all brought down their share of bodies.

Nigel Kinsman, geography teacher, found this one of the most impressive aspects of the course. "I spent three days talking to a guy with enormous practical knowledge of leading groups in difficult terrain. Every question I had was answered by someone far more experienced than I'll ever be."

But will courses such as this make children's school trips safer? It is, according to Dennis Gray, Secretary of the British Mountaineering Council, "a tip of the iceberg situation". Accidents involving large youth parties have been caused by ineffective leadership. The Government, he said, should make such courses a priority for all teachers, youth leaders and party leaders, and finance them.

"That poor head in Cornwall was unfortunate," said Derek Mayes. "It happened to him, but there are thousands of teachers it could have happened to. And the chances are it will happen again."

"Natural Hazards... Recognition and Safety" is a three-day course at Plas y Brenin, the Sports Council's centre in North Wales. It concentrates on problems of party supervision on difficult ground and is aimed at the teacher taking children out on a field study, or for a day trip into woodland, along coastal paths or by rivers. The emphasis is on how to recognize danger and avoid it.

"It is not equipment that's important in this instance," said Derek Mayes, senior instructor. "It's the knowledge - the judgement threshold which allows you to spot danger before you encounter it. There's a lot of talk on the course about judgement. The practical stuff, the basic techniques of safety and survival, is a fast resort."

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From September 1986, temporary replacement teacher for CDT. (Scale 1 or 2) for one year to replace a teacher on leave of absence. A part-time appointment will be considered. Apply to the Head Teacher, Tel: 01273 513126.

ESSEX
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EAST SUSSEX

continued

EAST SUSSEX
BISHOP BELL C.E. SCHOOL
Bishopscote, Hove, Brighton BN1 2JY.
Comprehensive mixed, 11-16.
From September 1986, temporary replacement teacher for CDT. (Scale 1 or 2) for one year to replace a teacher on leave of absence. A part-time appointment will be considered. Apply to the Head Teacher, Tel: 01273 513126.

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1953

**BEKEFORD
AND WORCESTER**

**KINGTON, LADY
HAWKINS SCHOOL**
Kington, Herefordshire
HR5 3AG

(11-18 Comprehensive
School. 450 on roll)

Required from September,
1986, Scale 1 teachers of
German. The ability to
assist in French is desirable.

Application forms are

HERTFORDSHIRE
MONKSWELL

Knightsfield, Welwyn Garden
 City AL8 7NL
 950 Pupils - 11-18 - Mixed Ability
 Required for September
 1986, due to continued expan-
 sion, an able and enthusiastic
 teacher of French and German
 to teach the full age ability
 range in this Comprehensive
 School. Scale 1 plus out-
 fringe allowance.
 Description of the School
 and the Department available
 from the School (large A4
 please). (1983) 1336

HOUNSLOW
GUMLEY HOUSE CONVENT
SCHOOL FOR GIRLS
 St. John's Road, Isleworth,
 Middx.
 Tel: 01-568 8692
 Headteacher: Sr. Paula
 Tarrant, P.C.J.
 Group XI (Roll approx. 1050)
 Comprehensive

temporary teacher of FRENCH
and ITALIAN. Scale 1 to join
very successful and enthusias-
tic department for one year.
Please apply in writing
the Headteacher giving full
curriculum vitae and the name
and addresses of two referees.
Closing date: 6/1/62

able from the Head of the School, to
as possible. Assistance with removal
N. J. FITTON
Director of Education
ER 1988 UNLESS OTHERWISE STATED.
VE
ENT — SCALE 3
Crew CWI INX.
s. Experience of Information Technology
I.P. 11-16 scheme in September 1988.

2. DRAMA (Socle 1 or 2).
re, Great Sankey,

teacher with special training. Preferably to develop a programme of Drama within the school. Full or part time opportunities exist and further developments are in hand at the school. For further details or an appointment to visit the school, please contact the Headmaster, **Eltham College, Eltham, South Wales**. Excellent facilities in all areas. Teachers to join a team of 6 covering a 80% of the school's special needs (formerly designated as a special school). Attached to this school. Purpose of the school is to provide a good education for all children over during the year.

WAS 7DW
resale with 900 on roll
with preferably Religious Education as

Job Title: Senior Lecturer in Music
Location: Northwich, Cheshire
Salary: £12,000 per annum
Contract: Permanent
Responsibilities: Teaching, research, and administrative duties
Requirements: Music degree, teaching experience
Application: CV and references to: [Name], [Address], [Postcode]
Deadline: 15th October 2000

ard to teach to 'A' level. The school has
ship, including Oxbridge entries. Cloain
(973)

1000

**BRUTON SCHOOL FOR
GIRLS**
Sunny Hill, Bruton, Somerset
(320 Day Girls, 250 Boarders)
**APPOINTMENT OF
HEAD**

PRIOR'S FIELD SCHOOL APPOINTMENT OF HEAD

Applications are invited for the post in succession to Mrs. M. W. Dawson - a member of the Girls' Schools Association. Prior's Field is an independent girls boarding and day school with 200 pupils aged 11-18. The governors hope to make the appointment for 1st January 1987. Closing date for applications is 31st May 1986 with final selection being made in July 1986.

From The Clerk to the Governors, Prior's Field School, Godalming, Surrey, GU7 2RH.

FRENHAM HEIGHTS SCHOOL
Rowledge, Farnham, Surrey.

This coeducational boarding and day school of 265 pupils aged 11 - 18 attaches great importance to the creative and performing arts. The following posts are available in September:

1. TEACHER OF CERAMICS TO G.C.S.E. Some "A" level work.
Burnham Scale according to experience. London 'Fringe Allowance.

Free board and accommodation and SRA for a resident Assistant Housemistress, otherwise probably non-resident.

2. TEACHER OF HISTORY OF ART in "A" Level Course
Part-time. Four lessons a week. Non-resident unless appointed as the above Assistant Housemistress, with salary to be negotiated.

THE TWO POSTS COULD BE COMBINED IF A SUITABLE APPLICANT EMERGES.

Write fully with two referees to Headmaster. (8720)

KING'S COLLEGE SCHOOL
and

**KING'S COLLEGE
JUNIOR SCHOOL**

S.W.19
HMC 600 boys 13-18 IAPS boys 8-13

required for September 1986, or later by arrangement,
a well qualified and experienced

TEACHER OF ART

The Department consists of five teachers working across the age range of eight to eighteen drawn from both the Junior and Senior Schools. The post carries with it a special responsibility for Art in the Junior School, but it is essential to have the opportunity of teaching through-

Selection is by interview. The successful candidate will have the opportunity of reaching through GCSE and A level.

a full curriculum vitae as the names and addresses of two referees. Further particulars of the post may be obtained from the Head Master's Secretary, King's College School, Southside, London SW15 4TT. 01-847 9311.

GIRLS

Sunny Hill, Bruton, Somerset

(320 Day Girls, 250 Boarders)

**APPOINTMENT OF
HEAD**

The Governors invite applications for the post which becomes vacant on 1st September, 1987 upon the retirement of Miss Jean M. Thomson, M.A. Oxon. For further particulars and application form write to the Clerk to the Governors, Bruton School of Girls, c/o Dyne, Hughes and Archer, High Street, Bruton, Somerset. BA10 0AE

Closing date for applications: 19th May, 1986

(0514)

PRIOR'S FIELD SCHOOL

APPOINTMENT OF HEAD

Applications are invited for the post in succession to Mrs. M. W. Dawson - a member of the Girls' Schools Association. Prior's Field is an independent girls boarding and day school with 200 pupils aged 11-18. The governors hope to make the appointment for 1st January 1987. Closing date for applications is 31st May 1986 with final selection being made in July 1986.

From The Clerk to the Governors, Prior's Field School, Godalming, Surrey, GU7 2RH.

FRENESHAM HEIGHTS SCHOOL
Rowledge, Farnham, Surrey.

This coeducational boarding and day school of 285 pupils aged 11 - 18 attaches great importance to the creative and performing arts. The following posts are available in September:

1. TEACHER OF CERAMICS TO G.C.S.E. Some "A" level work.
Burnham Scale according to experience. London Fringe Allowance.

Free board and accommodation and SRA for a resident Assistant Housemistress, otherwise probably non-resident.

2. TEACHER OF HISTORY OF ART IN "A" Level Course
Part-time. Four lessons a week. Non-resident unless appointed as the above Assistant Housemistress, with salary to be negotiated.

THE TWO POSTS COULD BE COMBINED IF A SUITABLE APPLICANT EMERGES.

Write fully with two references to Headmaster.

(9720)

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and
**KING'S COLLEGE
JUNIOR SCHOOL**
S W 19

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a well qualified and experienced

TEACHER OF ART

The Department consists of five teachers working across the age range of eight to eighteen drawn from both the Junior and Senior Schools. The post carries with it a special responsibility for Art in the Junior School, but the successful candidate will have the opportunity of teaching through GCSE and A level.

Salary is in the K.C.S. Scale and at least the equivalent of Burnham Scale 2. The School is also able to offer some help with accommodation. Applications should be addressed to the Head Master and include full curriculum vitae as the names and addresses of two referees. Further particulars of the post may be obtained from the Head Master's Secretary, King's College School, Southside, London SW19 4TT. 01-947 8311.

(105)

CHESTER
THE QUEEN'S SCHOOL
 City Walls Road, Chester

BIOLOGY, Head of Department
A well qualified and experienced graduate is required in September to take charge of the teaching of BIOLOGY throughout the school to GCSE and A level. The school has a well-equipped science department, a strong science department. Salary is £3, and the post is government superannuation.

KENT

OMLEY HIGH SCHOOL
G.P.O.D.S.T.
Blackbrook Lane, Bickley,
Omley, Kent BR1 2TW

11-18, Sixth
Form approx. 120)

required for September
entry as a graduate
HEAD OF SCIENCE
DEPARTMENT (Scale 4).
Candidates will be
interviewed. Excellent
technical facilities.

with names and
 of academic
 and full c.v. to the
 (no forms)
 and May
 1999
 134818

**EICESTERSHIRE
 COUNTY COUNCIL**
 n Equal Opportunity
 Employer
**THE BEAUCHAMP
 COLLEGE**
 Ridgeway, Godby,
 Leicester
 (14-18 upper)
 cole Senior Teacher
 N.O.R. 178

Curriculum Development Co.
ORDINATOR

Required September
of Science for our
successful faculty of 14 ap-
pointed teachers.

Informal, sensitive man-
agement skills
and style and organiza-
tional abilities will be
valued for this important
position.

Appropriate candidates with
relevant experience in
Teacher Education
and management of the man-
agement team and ultimate
responsibility for the cur-
riculum and professional
development, may be avail-

name contact the Red-
dicator for further details
application forms
A.E.). (111119) 164618

NRID
IS COLLEGE
id
see our main Advertise-
under Overseas Appoint-
ment. (10574) 164618

r Assistants

DWYNE HOUSE SCHOOL,
Cold Ash, Newbury,
Berkshire RG16 5JF
Independent Boarding
School for 410 girls
SEMISTRY GRADUATE
required in September to
teach the subject through-
out the school. Department
of four and strong Science
education in a large Sixth
form.
Nurnham Scale 1.
Resident or non-resident.
Applications with a full
curriculum address and the
names, addresses and tele-
phone numbers of two re-

EAST SUSSEX
 CHARTERS-ANCASTER
 COLLEGE
 Portland Road, Bexhill-on-
 Sea
 Boarding & Day School for
 Girls (11-18)
 Required for September
 entrance are: 1. A list to
 each throughout the School
 "A" Level.
 The School is now
 formed from the amalgama-
 tion of Charters Towers and
 Ancaester House Schools.

Apply to the Headmaster, enclosing curriculum vitae and names and addresses of two referees.

BERKSHIRE
THE LICENSED VITUALLERS
SCHOOL
HEAD OF PHYSICS

responsible for the management of the Physics Department including the preparation of candidates for CSE and OCE and the level examinations and for the introduction of GCSE courses. All pupils in the school study Physics during their first three years in the secondary department (11-13) after

Required for Senior Graduate BIOLOGY to teach throughout the "A" Level.

The School is formed from the union of Charters TAFE and Ancaster Schools.

Applications which should include curriculum vitae and the names and addresses of two referees should be addressed to the Headmaster, Licensed Victuallers' School, Brunel, 11-13, St. George's, Weymouth, Dorset.

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

Other Assistants

CO. DURHAM

CO. DURHAM

ified MATHEMATICS
preferably with

School experience,
resident post teach
Public School

SURREY
ROMAN BRITAIN

ROWAN PREPARATORY SCHOOL
Clayton, Essex, S.S. 1 1 1

RE CV32 5RD

25127

at this school.

90 girls, aged 4 -

L LINCOLNSH

1. *Journal of the American Medical Association*, 1997; 278: 1039-1044.

Nene College Northampton

FACULTY OF MATHEMATICS,
MANAGEMENT AND BUSINESSDean of the Faculty of Mathematics,
Management and Business

Applications are invited for this key post in a Faculty which has undergone marked growth in the past nine years. The Dean of the Faculty currently also oversees the work of the Blackwood House Management Centre, which has established an excellent national reputation.

Because of the importance of this post, the College wishes to appoint an outstanding leader in this field who combines high academic qualifications in any relevant subject areas, with membership of a professional body where appropriate. Experience at an adequate level in industry, commerce or the public sector is desirable and a dynamic entrepreneurial attitude will be a requirement. The post is graded as Burnham Head of Department B.

Further particulars and application form on receipt of SAE from Mr L. C. Skelton, Chief Administrative Officer.

Faculty of Humanities and Adult Education

Lecturer II in English

Required for September 1986.

To share in the teaching of English Courses at Degree Level (Combined Studies and Bed Primary Degrees), with some 'A' level teaching. The appointee will teach literature across a range of periods and genres. An interest in critical theory or linguistics will be preferred though not essential.

Further particulars and application form on receipt of SAE from The Dean, Faculty of Humanities and Adult Education.

Faculty of Science

Lecturer II in Physics

A graduate physicist is required for September 1986 to join a small team teaching Physics and Physical Science throughout the Faculty.

Applicants are expected to have previous teaching and preferably also industrial or research experience. An interest in Data Handling/Instrumentation and/or Science Education is desirable.

ALSO NENE COLLEGE, Northampton

Lecturer in Physics (Temporary)

Completed applications to be returned within 14 days of the appearance of this advertisement.

114730

BRIGHTON COLLEGE
OF TECHNOLOGYDIRECTOR
(FULL-COST COURSES)

A new unit is to be established to coordinate and develop self financing work which is already well established in the College and at Brighton Polytechnic. The person appointed is likely to have had considerable industrial/commercial experience and knowledge of the further and higher education system.

Salary: (Head of Department Grade 4) in the range of £15,834 to £17,739. The contract will be for an initial period of two years.

Further details and application form may be obtained from the Personnel Office, Brighton College of Technology, Pelham Street, Brighton BN1 4FA, telephone Brighton (0273) 885971, ext. 322. (Ref. 701).

Applications to be returned by May 6.

BARNFIELD COLLEGE

New Bedford Road,
Luton LU3 2AX
Tel: (0582) 507531

School of Art and Design

Applications are invited for the following full time post, which is tenable from 1st September, 1986.

COURSE LEADER
(PHOTOGRAPHY)

To be responsible for a BTEC National Diploma Course in Photography.
To teach photographic studies on BTEC, CPVE, YTS and Adult Training Courses.
To lead curriculum development in Photography and associated subjects.

Salary within the range £8,076-£12,946 p.a.

Application form and further details available from the Chief Administrative Officer at the College. Completed application forms should be returned to the Acting Principal, Dr. R. Stead, by Friday 9th May 1986.

Barnfield College
(Luton)

COLLEGES OF FURTHER
EDUCATIONBEXLEY
LONDON BOROUGHERITH COLLEGE OF
TECHNOLOGYLECTURERS IN
COMPUTING

Lecturer Grade II - Two posts

Lecturer Grade I - One post

Required to join a team

teaching on a wide range of

Subjects in the City and

Guides Courses.

Applicants should prefer-

ably have commercial or

industrial experience. Can-

didates without teaching ex-

perience should not be con-

sidered for applying.

For one of the posts, some

experience in small business

systems is highly desirable;

for the other post, some

experience in the public sector

is desirable and a dynamic

entrepreneurial attitude will

be a requirement. The post is

graded as Burnham Head of

Department B.

Further particulars and applica-

tion form on receipt of SAE

from Mr L. C. Skelton, Chief

Administrative Officer.

Faculty of Humanities and Adult

Education

Lecturer II in English

Required for September 1986.

To share in the teaching of

English Courses at Degree

Level (Combined Studies and

Bed Primary Degrees), with

some 'A' level teaching. The

appointee will teach literature

across a range of periods and

genres. An interest in critical

theory or linguistics will be

preferred though not essential.

Further particulars and applica-

tion form on receipt of SAE

from The Dean, Faculty of

Humanities and Adult Educa-

tion.

Faculty of Science

Lecturer II in Physics

A graduate physicist is

required for September 1986

to join a small team teaching

Physics and Physical Science

throughout the Faculty.

Applicants are expected to

have previous teaching and

preferably also industrial or

research experience. An in-

terest in Data Handling/Instru-

mentation and/or Science

Education is desirable.

Completed applications to be

returned within 14 days of

the appearance of this adver-

tisement.

114730

CLEVELAND
EDUCATION COMMITTEE(An Equal Opportunities
Employer)STOCKTON-BILLINGHAM
TECHNICAL COLLEGEDEPT. CHILD STUDY
NURSING & COMMUNITY
SERVICES

Qualified and experienced

FE Teachers are required

for the following:

SENIOR LECTURER IN

EARLY CHILDHOOD STUDIES:

To be responsible for this

area of work within the

Department. Candidates

should have professional

qualifications and experi-

ence in work with young

children. They should also

have a proven competence

in the management of a

course of study in the

Department. Salary: £11,000

per annum. Applications

should be sent to the

Principal, Stockton-Billing-

ham Technical College, 11

St. John's Road, Stockton

on Tees, Cleveland, YO26

6AA. Closing date: 11th

May 1986.

114730

LECTURER GRADE II IN

COMMUNITY STUDIES:

Applicants should have

relevant graduate qualifi-

cations and satisfactory com-

pleted a course of teacher

training. Appropriate busi-

ness experience and/or suc-

cessful teaching experience

is desirable. A thorough

understanding of new tech-

nological developments and

the BTEC award structure is

essential.

DEPT. OF SECRETARIAL

STUDIES

LECTURER GRADE I IN

SECRETARIAL STUDIES:

An experienced lecturer is

required with teacher train-

ing and satisfactory quali-

fications and successful

business experience. A

thorough understanding of

electronic office equipment

and the secretarial

curriculum in business or-

ganisations is essential.

Salary: £11,000 per annum.

Applications should be

sent to the Principal, Stock-

ton-Billingham Technical

College, 11 St. John's

Road, Stockton on Tees,

Cleveland, YO26 6AA.

Closing date: 11th May

1986.

114730

LECTURER GRADE II IN

SECRETARIAL STUDIES:

An experienced lecturer is

required with teacher train-

ing and satisfactory quali-

fications and successful

business experience. A

thorough understanding of

electronic office equipment

and the secretarial

curriculum in business or-

ganisations is essential.

Salary: £11,000 per annum.

Applications should be

sent to the Principal, Stock-

ton-Billingham Technical

College, 11 St. John's

Road, Stockton on Tees,

Cleveland, YO26 6AA.

Closing date: 11th May

1986.

114730

College of St. Mark
& St. JohnLECTURER II/SENIOR LECTURER
IN
PHYSICAL EDUCATION AND
COMMUNITY DEVELOPMENT

Applications are invited for the above post. Candidates should have suitable experience and qualifications, and be able to contribute to the expanding work of the Physical Education subject group. In particular applicants should have strengths in social scientific and community development aspects of Physical Education and will be expected to work on the B Ed and BA (recreation and Community) degrees. Interest and/or experience in community recreation management, youth and community work and the relationship of Physical Education to special needs would be particularly welcome.

The post may be offered either on a permanent or contract basis.

Application forms and further details are available from the Deputy Principal's Secretary (SD), College of St. Mark and St. John, Derriford Road, Plymouth, PL6 8BH. Closing date for the receipt of applications is Friday 9th May.

10730

SOUTH GLAMORGAN COUNTY COUNCIL

Barry College of Further Education

Lecturer grade I in
Hotel Reception and
Administration Studies

Salary £6,324 to £11,247

Required w.e.f. 1st September 1986, or as soon as possible thereafter, in the Department of Catering and Health Studies.

Applicants must possess appropriate recognised professional qualifications and recent relevant experience. Qualified teacher status is desirable and the ability to offer Computerised Systems in Catering Operations as a specialism would be advantageous.

The person appointed will be required to teach on all courses in the Department, particularly the CGLI Course No. 709 Hotel Reception Certificate.

Further details and application form may be obtained from the Principal, Barry College of Further Education, Colcot Road, Barry, South Glamorgan, CF6 8JY, telephone Barry (0446) 733251, to whom completed application forms should be returned within 14 days of the appearance of this advertisement. Please enclose a stamped self-addressed envelope.

Applications are welcomed from suitably qualified people regardless of their sex, marital status, race, religion, colour or disability.

10730

CHESTER COLLEGE OF
FURTHER EDUCATION
Easton Road, Handbridge,
Chester, CH4 7ER
Telephone Chester 877677LECTURER I
HAIRDRESSING

To start and develop courses in Hairdressing at The Grange Centre, Ellesmere Port. Appointment to start in September.

Application forms and further particulars from the Principal on receipt of a stamped, addressed, foolscap envelope. Closing date 9 May.

10730

Northamptonshire
EducationNORTHAMPTONSHIRE COUNTY COUNCIL
NORTHAMPTON COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts which will become available as a result of departmental re-organisation from the 1st September, 1986.

1. HEAD OF DEPARTMENT OF CARE/HEAD OF CENTRE, GRADE III
— responsibility for Nursery Nursing, Preliminary Certificate in Social Care, Pre-Nursing, and related courses. Also for the management of the Centre (four miles from the main site) and for its development as an adult education and community facility.
2. HEAD OF DEPARTMENT OF CATERING STUDIES, GRADE II
— responsibility for City and Guilds 705, 708/1, 708/2, 708/3 and Bakery 120/1 and 120/2, and BTEC Diploma in Hotel, Catering and Institutional Operations. The Department has three training and one production kitchens, a training restaurant, and operates the College Refectory. An extension is being built and should be ready by Autumn, 1986.
3. HEAD OF DEPARTMENT OF HAIRDRESSING AND BEAUTY CARE, GRADE II
— responsibility for Hairdressing and Beauty Care full-time and part-time courses.

THE THREE DEPARTMENTS HAVE THE
POTENTIAL TO ACHIEVE A HIGHER GRADE

Applications forms (to be returned by May 12th) and further particulars are available from:

Mr R. Barden, BSc (Econ)
Principal
Northampton College of Further Education**
St Gregory's Road
Booth Lane South
Northampton, NN3 3RF.

Telephone: (0604) 403322

10690

BOLTON
METROPOLITAN COLLEGE

Principal: Colin R. Terry

FACULTY OF COMMUNITY
EDUCATION

PROJECT WORKER: WRITING DEVELOPMENT (L11)

(In conjunction with A.L.B.S.U.)

A fixed term two year post from 1st September 1986 to be responsible for an innovative Project exploring and evaluating flexible approaches to writing development within the context of Adult Basic Education/Community Education.

Candidates should be appropriately qualified with experience of Community Education/Adult Basic Education and experience of student/user writing. A commitment to a user determined service is looked for and the College would welcome candidates who sought secondment for the two years.

Full details and application forms (to be returned by Monday, 12th May) available from:
The Chief Administrative Officer, Bolton Metropolitan College,
Manchester Road, Bolton, Telephone Bolton (0204) 31411.
Ext 207.

BOLTON METROPOLITAN BOROUGH COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER

10740

METROPOLITAN BOROUGH OF KNOWSLEY
KNOWSLEY CENTRAL TERTIARY COLLEGE

This group 4 College opened in September 1984 and now offers a wide range of courses including:-

GCE, BTEC, RSA, GOLI, CPVE, YTS

Due to expansion and new course developments, vacancies have arisen for Lecturer I appointments as follows from September 1986:

Mathematics
Health Studies
Physics and Chemistry
English, Communications and General Studies
Electronics
Art
Performance Arts
Catering

Further details and application forms are available by sending an a.s.e. to the Principal, Knowsley Central Tertiary College, Rupert Road, Roby, Merseyside, L36 9TD.

Please indicate the post details required.

Closing date for completed applications, 9 May 1986.

10770

COLLEGES OF FURTHER
EDUCATIONCUMBRIA
COUNTY COUNCILBARROW-IN-FURNESS
COLLEGE OF FURTHER
EDUCATION

Howard Street, Barrow in

Furness, Cumbria LA14

1N2

Tel: (0293) 25017

The following appoint-

ments are required from

September 1986 or as soon

Dunstable College
King's Way Dunstable
Bedfordshire LU5 4HG
Tel: (0582) 896451

**BEDFORDSHIRE EDUCATION SERVICE
DUNSTABLE COLLEGE, KINGSWAY, DUNSTABLE LU5 4HG**

Full-time appointments to commence on 1st September 1986:

1. Lecturer I in Mechanical/Production Engineering. Required to teach classroom subjects and/or for workshop skills associated with E.T.B. VTS, CGLI and BTEC Courses.
2. Senior Lecturer in Financial Studies. To teach on a range of management, professional and business studies courses. He/she will be familiar with various aspects of computer based accounting and be able to offer other relevant areas of work, e.g. taxation, financial planning and/or a second business studies subject.
3. Lecturer II in Home Economics. Being responsible for the home economics section of the department. Also to organise and develop a wide range of both vocational and non-vocational courses. Good craft qualifications are essential and a Certificate of Education would be an advantage.
4. Lecturer I Health and Social Studies. To act as Course Supervisor for students wishing to prepare for careers in the Health Service and to develop new course material in this area of work. The ability to teach Social Studies across the full range of departmental courses will be advantageous.
5. Temporary Lecturer I in Education. To teach education to full-time students, preparing for the National Nursery Examination Board Certificate. Applicants should hold a Teacher's Certificate and have had recent nursery/infant school experience. This is a post for one year, as the present holder has been seconded for further training.
6. Lecturer II in Photography. To be mainly concerned with photo-compositing. Experience in other Origination subjects would be expected.

Salary Scales: Lecturer I £ 6,324 - £11,247
Lecturer II £ 8,076 - £12,945
Senior Lecturer £ 11,958 - £15,045 (bar at £12,447)

Further details and application forms for the above posts are obtainable from The Principal's Secretary, address as above. Tel: (0582) 896451. Forms should be returned to the College by 10th May 1986. (SAE please).

Bedfordshire County Council is an Equal Opportunities Employer.

College of St. Mark & St. John
LECTURER/SENIOR LECTURER
IN PRIMARY ART, CRAFT DESIGN AND TECHNOLOGY

Applications are invited from suitably qualified teachers with recent experience of work in primary schools for the above post starting in September 1986.

The successful candidate will take responsibility for primary art and craft courses at initial and in-service level and will lead the College's innovative new course in design and technology education for primary teachers. The tutor appointed will join the expanding primary centre and will also have a working attachment to the Design and Technology area where much of the work will be based.

Further particulars and application forms may be obtained from the Deputy Principal's Secretary (SD), College of St. Mark and St. John, Denford Road, Plymouth, PL6 8BH. Closing date for the receipt of applications is Friday 8th May.

**Royal County of Berkshire
NEWBURY COLLEGE**
Oxford Road,
Newbury, Berks RG13 1PQ.
Tel: Newbury 42824/37000

Applications are invited for the following posts from September 1986

- Post 1 - L1 Travel and Tourism
2 - L1 Law
3 - L2 Economics
4 - L1 Shortland and Typing (Temporary 3 terms)
5 - L2 Management Accounting (Temporary 3 terms)
6 - L1 Book-keeping and Accounts
7 - L2 Course Organiser for ES(NM) Bridging Course
8 - L1 Physics for O and A Level Courses
9 - L1 Theatre Studies and English (Temporary 2 terms)
10 - L1 Graphic Design
11 - L1 Journalism (Press and Radio experience preferred)
12 - L1 Outdoor Education
13 - L1 Mechanical Engineering
14 - L1 General Building with Carpentry

Further details and application form from the Principal's Secretary (Ext. 208). Closing date: Friday, 8th May, 1986

An equal opportunity employer

COLLEGES OF FURTHER EDUCATION

DURHAM COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: R. Exley, M.A., C. Phys., M. Inst. T. F.R.C.S. (Phys.).
Required for 1st September 1986:
DEPARTMENT OF CONSTRUCTION AND DESIGN IN LECTURER WOODWORKING
Applicants should be qualified to teach up to Advanced Craft Certificate level and have experience in supervising the machine workshop areas.
Salary Scale: £6,324 - £11,958
Application form and further particulars returnable by Friday 8th May 1986 may be obtained from the Principal, Darlington College of Technology, Darlington DL3 7BB on receipt of a stamped addressed envelope. £20026 (11517)

DURHAM COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: R. Exley, M.A., C. Phys., M. Inst. T. F.R.C.S. (Phys.).
Required for 1st September 1986:
DEPARTMENT OF SCIENCE AND TECHNOLOGY
LECTURER GRADE I IN GEOGRAPHY
Applicants should be qualified to teach Geography up to G.C.E. 'O' and 'A' level standard. Applicants should have suitable degrees and have suitable teaching experience.
Salary Scale: £6,324 - £11,958
Application form and further particulars returnable by Friday 8th May 1986 may be obtained from the Principal, Darlington College of Technology, Darlington DL3 7BB on receipt of a stamped addressed envelope. £20026 (11517)

HAMPSHIRE CRICKLECOLLEGE
DEPARTMENT OF BUSINESS STUDIES
Required for September 1986:
LECTURER GRADE I IN BUSINESS STUDIES
Applicants should be qualified to teach up to A Level standard. Applicants should have suitable degrees and have suitable teaching experience.
Salary Scale: £6,324 - £11,958
Application form and further particulars returnable by Friday 8th May 1986 may be obtained from the Principal, Crickle College, Basingstoke, Hampshire RG24 0JH on receipt of a stamped addressed envelope. £20026 (11517)

Nottinghamshire County Council

Clarendon College of Further Education
Pellam Avenue, Nottingham NG5 1AL
Telephone: Nottingham (0522) 607201.
These posts are tenable from September 1986.
PL in Catering and Food Studies
Applicants must be graduates with relevant experience at an appropriate level and should preferably hold a teaching qualification. Considerable organisational and communication skills together with recent experience of catering are essential for this important post.

LI in Applied Science
Required to teach to students on a variety of vocational courses for the Beauty Therapy, Hairdressing and Recreation Industries. Candidates should hold a relevant professional qualification, preferably be teacher trained and have appropriate professional and/or teaching experience.

LI in Hairdressing
Required due to the expansion of the Hairdressing Section. The College is seeking an enthusiastic person to join a well established and lively section. Applicants must be qualified up to Advanced Level of the City and Guilds of London Institute. Previous teaching experience and a teaching qualification are desirable. The ability to offer an additional specialism such as High Fashion, Competition Work or Gentlemen's Hairdressing is advantageous.

LI in Information Processing and Computer Studies
Required to teach Information Processing on BTEC courses, various aspects of computer technology on a wide range of short courses and to assist in teaching the principles and practice of management at different levels in a number of management courses. Applicants should have a degree and/or professional qualification, preferably be teacher trained and have appropriate industrial/teaching experience.

LI in Computer and Management Studies
Required to teach Information Technology on a wide range of courses and to assist in teaching the principles and practice of management at different levels in a number of management courses. Applicants should have a degree and/or professional qualification, preferably be teacher trained and have appropriate industrial/teaching experience.

LI in Accounts and Related Subjects
Required to teach accounts and quantitative aspects to a variety of BTEC and Professional courses. An ability to offer at least one of taxation, auditing and/or financial accounting is essential. Applicants should have a degree and/or professional qualification, preferably be teacher trained and have appropriate industrial/teaching experience.

LI in Beauty Therapy
Applicants should be suitably qualified Beauty Therapists or Cosmetologists, to teach a range of specialist subjects to students following Beauty Therapy courses.
Applicants should preferably be experienced in Beauty Therapy and should hold recognised and relevant qualifications. Appropriate commercial/professional experience is essential; previous teaching experience and a teaching qualification is desirable.

Salary scales: PL £14,015-£15,600 p.a.
LI £6,324-£11,247 p.a. (pay awards pending). Entry point on the scale according to qualifications and experience.
Application forms and further details are available from the Principal's Secretary at the College, Closing date 8 May. Please quote ref. 14/86.

An Equal Opportunity Employer

DURHAM COUNTY COUNCIL
NEW COLLEGE DURHAM
Principal: Leonard G. Brewster, M.A., F.R.S.A.
Required for 1st September 1986:
DEPARTMENT OF BUSINESS STUDIES
Temporary Lecturer in Business Studies. Candidates must possess a degree in a relevant subject and have appropriate professional qualifications. The successful candidate will be responsible for a wide range of full and part-time courses including BTEC courses. An advantage arises through the secondment of permanent staff to the college for one year only.
Further particulars and application forms, returnable by Friday 8th May 1986 may be obtained from the Principal, New College Durham, Framlington Moor Centre, Durham DH1 5BB on receipt of a stamped addressed envelope. £20026 (11517)

DURHAM COUNTY COUNCIL
NEW COLLEGE DURHAM
Principal: Leonard G. Brewster, M.A., F.R.S.A.
Required for 1st September 1986:
DEPARTMENT OF ADMINISTRATIVE AND SOCIAL STUDIES
Temporary Lecturer in Social Studies. Candidates must possess a degree in a relevant subject and have appropriate professional qualifications. The successful candidate will be responsible for a wide range of full and part-time courses. An advantage arises through the secondment of permanent staff to the college for one year only.
Further particulars and application forms, returnable by Friday 8th May 1986 may be obtained from the Principal, New College Durham, Framlington Moor Centre, Durham DH1 5BB on receipt of a stamped addressed envelope. £20026 (11517)

HAMPSHIRE BROCKENHURST COLLEGE
Required for September 1986:
LECTURER GRADE I IN ELECTRICAL STUDIES
Applicants should be qualified to teach up to A Level standard. Applicants should have suitable degrees and have suitable teaching experience.
Salary Scale: £6,324 - £11,958
Application form and further particulars returnable by Friday 8th May 1986 may be obtained from the Principal, Brockenhurst College, Brockenhurst, Hampshire SO42 7ZS (11544) £20026 (11517)

Northamptonshire Education Department
NORTHAMPTONSHIRE COUNTY COUNCIL
NORTHAMPTON COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts available from the 1st September, 1986.

DEPARTMENT OF HAIRDRESSING & BEAUTY CARE
Lecturer I, Beauty Therapy
One year posts — Lecturer I in Hairdressing (two posts)

DAVENTRY CENTRE
Lecturer I in Community Care
Lecturer I in Information Technology

KING'S HEATH CENTRE/DEPARTMENT OF CARE
Lecturer II to organise Adult Education
Lecturer II with responsibility for Pre-Nursing Courses

One year posts —
Lecturer I in Nursery Nursing (Education)
Lecturer I in Home Economics

DEPARTMENT OF BUSINESS & PROFESSIONAL STUDIES
Lecturer II in Information Processing and Computing
Lecturer I in Business Studies (Finance)

Lecturer I in Secretarial Studies (with Medical Shortland)
Lecturer I in CPVE Core Curriculum and Office Studies
Lecturer I in Applied Science (servicing to Hairdressing and Catering)

One year posts —
Lecturer I in English
Lecturer I in Applied Science (servicing to Hairdressing & Catering)

DEPARTMENT OF GENERAL STUDIES
Lecturer I in Drama
Lecturer I in General Studies

One year post — Lecturer I in Leisure and Recreation
DEPARTMENT OF ENGINEERING
One year post — Lecturer I in Electrical Studies

Further details and application forms are available from: R. Barden, BSc(Econ), Principal, Northampton College of Further Education, St Gregory's Road, Booth Lane South, Northampton, NN3 3RF.
Telephone: (0604) 403322

Wiltshire
Wiltshire Education Committee
TROWBRIDGE TECHNICAL COLLEGE

Lecturer I (2 posts — one temporary one year) in Computer Studies
Lecturer I (Temporary one year) in Retail and Distribution Studies
Lecturer I in Fabrication and Welding
Lecturer I in Display Design
Lecturer I in Photography and Graphics
Lecturer I in Family and Community Care
Lecturer I in Communications and Psychology

Senior lecturer to be responsible for the teaching and co-ordination of Communications and Related Studies throughout the College.
All posts required for 1st September 1986.
Further details and application forms obtainable from The Principal's Secretary, Trowbridge Technical College, College Road, Trowbridge, Wiltshire, BA14 0GB.
(Telephone: Trowbridge (02214) 88241.

BRADFORD & ILKLEY COMMUNITY COLLEGE
School of Adult & General Education.

LECTURER I
SPECIAL NEEDS HEARING IMPAIRED Post Ref: AG/0039

We wish to appoint from 1st September, 1986 a tutor for our Youth Training Scheme Hearing Impaired programme and related teaching work. This is a key appointment to a small team of specialist staff requiring a person with energy, and adaptability to change. Suitable applicants will be qualified teachers of the deaf and preferably be skilled in 'Total Communication'.
Salary: £8,324 - £11,247
Further details and application form are available from:
Alan Hodson
Staffing Officer
Bradford & Ilkley Community College
Great Horton Road
Bradford BD7 1AY
Closing date: 9th May 1986
WE ARE AN EQUAL OPPORTUNITIES EMPLOYER

COLLEGES OF FURTHER EDUCATION

ESSEX CHELSEA COLLEGE OF FURTHER EDUCATION
Principal: M. J. G. Smith, M.A., F.R.S.A.
Required for 1st September 1986:
LECTURER I in CHEMISTRY
To teach in the Department of Chemistry. Applicants should be qualified to teach up to A Level standard. Applicants should have suitable degrees and have suitable teaching experience.
Salary Scale: £6,324 - £11,958
Application form and further particulars returnable by Friday 8th May 1986 may be obtained from the Principal, Chelsea College of Further Education, Chelsea, London SW3 3LH on receipt of a stamped addressed envelope. £20026 (11517)

HAMPSHIRE SOUTH DOWNS COLLEGE OF FURTHER EDUCATION
Principal: M. J. G. Smith, M.A., F.R.S.A.
Required for 1st September 1986:
LECTURER GRADE I IN PHYSICS
Applicants should be qualified to teach up to A Level standard. Applicants should have suitable degrees and have suitable teaching experience.
Salary Scale: £6,324 - £11,958
Application form and further particulars returnable by Friday 8th May 1986 may be obtained from the Principal, South Downs College of Further Education, South Downs, Hampshire RG24 0JH on receipt of a stamped addressed envelope. £20026 (11517)

HEREFORD AND WORCESTER COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
DEPARTMENT OF GENERAL STUDIES & ART
LECTURER GRADE I IN INFORMATION TECHNOLOGY
Applicants should be qualified to teach up to A Level standard. Applicants should have suitable degrees and have suitable teaching experience.
Salary Scale: £6,324 - £11,958
Application form and further particulars returnable by Friday 8th May 1986 may be obtained from the Principal, Worcester Technical College, Worcester, Worcestershire WR1 3JF on receipt of a stamped addressed envelope. £20026 (11517)

HEREFORD AND WORCESTER COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
DEPARTMENT OF GENERAL STUDIES & ART
LECTURER GRADE I IN INFORMATION TECHNOLOGY
Applicants should be qualified to teach up to A Level standard. Applicants should have suitable degrees and have suitable teaching experience.
Salary Scale: £6,324 - £11,958
Application form and further particulars returnable by Friday 8th May 1986 may be obtained from the Principal, Worcester Technical College, Worcester, Worcestershire WR1 3JF on receipt of a stamped addressed envelope. £20026 (11517)

HEREFORD AND WORCESTER COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
DEPARTMENT OF GENERAL STUDIES & ART
LECTURER GRADE I IN INFORMATION TECHNOLOGY
Applicants should be qualified to teach up to A Level standard. Applicants should have suitable degrees and have suitable teaching experience.
Salary Scale: £6,324 - £11,958
Application form and further particulars returnable by Friday 8th May 1986 may be obtained from the Principal, Worcester Technical College, Worcester, Worcestershire WR1 3JF on receipt of a stamped addressed envelope. £20026 (11517)

HEREFORD AND WORCESTER COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
DEPARTMENT OF GENERAL STUDIES & ART
LECTURER GRADE I IN INFORMATION TECHNOLOGY
Applicants should be qualified to teach up to A Level standard. Applicants should have suitable degrees and have suitable teaching experience.
Salary Scale: £6,324 - £11,958
Application form and further particulars returnable by Friday 8th May 1986 may be obtained from the Principal, Worcester Technical College, Worcester, Worcestershire WR1 3JF on receipt of a stamped addressed envelope. £20026 (11517)

Hampshire County Council

Highbury College

COMMUNITY SERVICES DEPARTMENT
LECTURER I IN SOCIAL SERVICES

A qualified Social Worker is required from 1st September 1986. Applicants should have generic experience preferably with training/teaching experience and will be required to teach on the CCETSW In-Service Course in Social Care, the Preliminary Certificate in Social Care and other appropriate courses.
SALARY SCALE £8,324 to £11,958
For further details and application forms contact
College Office on extension 226
Cosham, Portsmouth PO6 2SA
Telephone (0706) 383131

BUCKINGHAMSHIRE COUNTY COUNCIL
MILTON KEYNES COLLEGE
Applications are invited for the following posts from 1 September 1986:

Lecturer Grade I
In Electrical Engineering/Electronics
To teach Electrical Principles and Electronics to Craft students up to 10th standard. Part I work, and to BTEC standards up to and including Level III work. Competence to teach Industrial Skills would be an advantage.

Lecturer Grade II in Microprocessor/Computer Programming
To teach Micro-processor Principles to BTEC students up to and including Level IV work, and Computer Programming. The successful candidate may be required to teach other electorally biased subjects and act as a Programme Co-ordinator for the BTEC ONC in Electronics.

In both cases the person appointed will be expected to hold appropriate professional qualifications and have experience in industry and/or Further Education. A teaching qualification would be desirable.

Application forms may be obtained on receipt of a stamped addressed envelope from the Principal, Milton Keynes College, Chalfont Way, Leadenhall West, Milton Keynes MK9 6LP, and should be returned no later than two weeks after the appearance of this advertisement.

Norfolk County Council
Norwich City College of Further & Higher Education

LECTURER 1:
NUMERACY/LITERACY
Applications are invited from teachers able to offer basic Numeracy/Literacy and an academic subject at other levels. Knowledge of current Further Education provision is essential, as is an interest in making post-release education/training opportunities available to offenders/ex-offenders.

Salary Scale: Lecturer I: £8,324 - £11,247 rising to £12,945.
Application forms and further particulars may be obtained by sending a large stamped addressed envelope to the Chief Administrative Officer, Norwich City College of Further and Higher Education, Ipswich Road, Norwich NR2 2JF to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Norfolk County Council
Norwich City College of Further & Higher Education

COLLEGES OF FURTHER EDUCATION

HEREFORD AND WORCESTER COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
Principal: M. J. G. Smith, M.A., F.R.S.A.
Required for 1st September 1986:
LECTURER II in NURSERY
To be Course Tutor for the NNEC course and to teach up to A Level standard. Applicants should have suitable degrees and have suitable teaching experience.
Salary Scale: £6,324 - £11,958
Application form and further particulars returnable by Friday 8th May 1986 may be obtained from the Principal, Worcester Technical College, Worcester, Worcestershire WR1 3JF on receipt of a stamped addressed envelope. £20026 (11517)

HEREFORD AND WORCESTER COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
DEPARTMENT OF GENERAL STUDIES & ART
LECTURER GRADE I IN INFORMATION TECHNOLOGY
Applicants should be qualified to teach up to A Level standard. Applicants should have suitable degrees and have suitable teaching experience.
Salary Scale: £6,324 - £11,958
Application form and further particulars returnable by Friday 8th May 1986 may be obtained from the Principal, Worcester Technical College, Worcester, Worcestershire WR1 3JF on receipt of a stamped addressed envelope. £20026 (11517)

HEREFORD AND WORCESTER COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
DEPARTMENT OF GENERAL STUDIES & ART
LECTURER GRADE I IN INFORMATION TECHNOLOGY
Applicants should be qualified to teach up to A Level standard. Applicants should have suitable degrees and have suitable teaching experience.
Salary Scale: £6,324 - £11,958
Application form and further particulars returnable by Friday 8th May 1986 may be obtained from the Principal, Worcester Technical College, Worcester, Worcestershire WR1 3JF on receipt of a stamped addressed envelope. £20026 (11517)

HEREFORD AND WORCESTER COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
DEPARTMENT OF GENERAL STUDIES & ART
LECTURER GRADE I IN INFORMATION TECHNOLOGY
Applicants should be qualified to teach up to A Level standard. Applicants should have suitable degrees and have suitable teaching experience.
Salary Scale: £6,324 - £11,958
Application form and further particulars returnable by Friday 8th May 1986 may be obtained from the Principal, Worcester Technical College, Worcester, Worcestershire WR1 3JF on receipt of a stamped addressed envelope. £20026 (11517)

HEREFORD AND WORCESTER COUNTY COUNCIL
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SCHOOL OF COMMUNITY STUDIES

LECTURER I (2 POSTS): SPECIAL NEEDS

Applications are invited from teachers with experience of Special Needs in Further Education. The experience should include work with young people and adults with severe learning difficulties. Applicants should possess a relevant graduate and/or professional qualification.

H.M. PRISON, Norwich.
LECTURER 1:
NUMERACY/LITERACY

Applications are invited from teachers able to offer basic Numeracy/Literacy and an academic subject at other levels. Knowledge of current Further Education provision is essential, as is an interest in making post-release education/training opportunities available to offenders/ex-offenders.

Salary Scale: Lecturer I: £8,324 - £11,247 rising to £12,945.
Application forms and further particulars may be obtained by sending a large stamped addressed envelope to the Chief Administrative Officer, Norwich City College of Further and Higher Education, Ipswich Road, Norwich NR2 2JF to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Norfolk County Council
Norwich City College of Further & Higher Education

COLLEGES OF FURTHER EDUCATION

HEREFORD AND WORCESTER COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
Principal: M. J. G. Smith, M.A., F.R.S.A.
Required for 1st September 1986:
LECTURER II in NURSERY
To be Course Tutor for the NNEC course and to teach up to A Level standard. Applicants should have suitable degrees and have suitable teaching experience.
Salary Scale: £6,324 - £11,958
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Guildford College of Technology

GUILDFORD COLLEGE OF TECHNOLOGY
Stoke Park, Guildford, Surrey GU1 1EZ
Health and Social Studies Department

Senior Lecturer in Health/Nursing Education
For September 1986 a Senior Lecturer in Health/Nursing Education as Section Leader of a well established team. A person with vision is sought and should be capable of innovative teaching experience is preferred, although candidates with other qualifications and experience will be considered.
Salary Scale: £11,958 - £14,046
plus £284 fringe area allowance
Closing Date - 18 May 1986

Science and Humanities Department
LECTURER I
(with progression to LII) for September 1986 to teach A and O Level courses in STATISTICS and either ECONOMICS or PRINCIPLES OF ACCOUNTS.
Salary: L1/LII Scale £8,324 - £12,945
plus £284 fringe area allowance
Closing Date - Monday 12 May 1986

Hotel and Catering Department
Applied Science
Lecturer required to join team of staff teaching on City and Guilds and BTEC courses. Must be science graduate.
Closing date - Friday 16 May 1986

Health and Social Studies Department
Are you interested in working with special needs students in a further education setting?
For September 1986 to teach A and O Level courses in ENGLISH together with one of SOCIOLOGY, PSYCHOLOGY or HISTORY.
Closing date - Monday 12th May 1986
Application forms and further details for all the above posts from the Staffing Officer (Large SAE requested)
Generous relocation expenses available in accordance with Surrey County Council's scheme.

Science and Humanities Department
For September 1986 to teach GCE A and O Level courses in ENGLISH together with one of SOCIOLOGY, PSYCHOLOGY or HISTORY.
Closing date - Monday 12th May 1986
Application forms and further details for all the above posts from the Staffing Officer (Large SAE requested)
Generous relocation expenses available in accordance with Surrey County Council's scheme.
Surrey Education Committee

DEPARTMENT OF CATERING

Primarily in connection with C & G 705, 706/1 and 706/2 courses:
LECTURER GRADE 1 (2 POSTS)
POST 1: To teach theory and practical cookery.
POST 2: To teach food science, hygiene and nutrition.

DEPARTMENT OF ENGINEERING AND CONSTRUCTION
LECTURER GRADE I or II
To teach applied sciences on courses up to technician level on instrumentation and general engineering.
The following temporary one year appointments are also available from the same date, arising from MSC commitments:

LECTURER GRADE I (5 POSTS)
POST 1: To teach theory and practical cookery.
POST 2: To teach electrical science as required by electrical installation, electronics and general engineering courses up to technician level.
POST 3: To teach electronic and microelectronic subjects up to technician level.

Further particulars and an application form will be sent only to those candidates who write, enclosing an SAE, to the Principal, Great Yarmouth College of Further Education, Southtown, Great Yarmouth NR31 0ED. Closing date for applications: 12 May. Interviews

EDUCATION OFFICER (Special)

P.O. 1 £14,025 - £15,111 (under review)

Applications are invited for this third tier post, which takes responsibility for all aspects of special education. The postholder will be expected to exercise considerable initiative and to make a significant contribution to policy development in this changing area. Applicants should have substantial teaching and administrative experience.

Application forms and further particulars are obtainable from the Office Services Section on 061-480 4949, ext 3813, and returnable to the Office and Ancillary Staffing Section, Education Division, Town Hall, Stockport SK1 3XE, by 9th May 1986.

STOCKPORT
An Equal Opportunities Employer

General Adviser

FURTHER EDUCATION

£12,345-£19,683

The General Adviser of General responsibility within Further Education together with an appreciation of the changing nature of this aspect of the Education Service. The vacancy arises from the retirement of the present holder to a Vice Principal post.

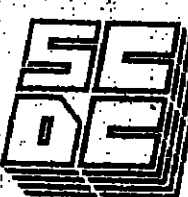
Application forms and further details from The Director of Education (PFB), Shire Hall, Shirefield Park, Reading RG2 8XE. Please forward large S.A.E. or Tel: Reading 875444 ext 3424.

Closing date 8th May.

An Equal Opportunity Employer

Royal County of Berkshire

The School Curriculum Development Committee Arts in Schools Project



Project Officer

A major three year project has been established by the School Curriculum Development Committee to support the teaching of the arts (dance, drama, music, visual and verbal arts) in primary and secondary schools. A project officer is required to join the existing team, based at the SCDC, for the final two years of the project (1 September 1986 - 31 August 1988) working with teachers' groups in England and Wales.

Candidates should have:

- teaching experience in primary or secondary schools
- experience of curriculum development
- knowledge of current developments in music or dance in primary or secondary schools
- an interest in curricular issues 5-16
- communication skills.

Terms
Fixed term appointment on Senior Executive Officer scale, £12,345 to £15,166 (inc. L.W.) or candidates may wish to apply for secondment on current salary plus allowance.

To apply
For an application form and further details contact Admin Team, SCDC, Newcombe House, 45 Notting Hill Gate, LONDON W11 3JB. Telephone 01-229 1234 Ext. 292/9. Closing date 7 May 1986.

ADMINISTRATION - LEA continued

HOUNSLOW

LONDON BOROUGH OF HOUNSLOW

PROFESSIONAL ASSISTANT

P.O. 212, 545 £15,578

Inclusive

Applications are sought from well qualified teachers or lecturers with sound and varied experience to work initially in the Schools Division which has responsibility for most aspects of primary, secondary and adult education.

The successful applicant will have a variety of experience working on the development of governing bodies and later experience of specific assignments with other divisions.

Post provides initial training and useful experience for an entrant to educational administration.

Application forms and further details from the Director of Education, Civic Centre, LNW3 4DN. Tel: 570 7788, Ext. 3600.

For an Equal Opportunity Employer, please refer to 480000

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NORTHUMBERLAND

COUNTY COUNCIL

EDUCATION

GUIDANCE CO-ORDINATOR

Required 1 Sept 1986 and our

Adult Education

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Miscellaneous

A SALES CAREER with Sun

Life of Canada offering an

interesting and rewarding

career, combining security and

unlimited opportunity. Full

training, attractive salary

and benefits. Suitable

applicants, aged between

21 and 45, to be employed

in the area of their choice.

Phone 01-580 4800, Ext. 26

or write Mr. R.J. Colley, 2/4

Cockspur, London NW10 6

SW1V 5SH. (09138) 660000

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MANAGEMENT TRAINEES

London and the Home Counties

Leeds Permanent is one of the leading national Building Societies, employing over 3,500 staff and with a branch network throughout the United Kingdom. As a result of our continued success and growth, we are seeking to appoint a number of highly motivated and ambitious trainees at locations throughout London and the Home Counties.

An intensive and comprehensive training programme has been designed, and successful applicants can anticipate a managerial appointment within two to three years.

Candidates, male or female, and probably in their mid-twenties, must be educated to at least 'A' level standard and have had previous work experience, preferably gained within a financial, commercial or educational environment. Experience in selling or an aptitude for customer service would be an advantage.

An initial basic salary of c. £6,400 is offered, together with London Weighting Allowance and additional payments for Saturday working where appropriate. Salary progression will be linked to performance during the training period, and in addition, trainees will be eligible for the usual attractive benefits associated with a major financial organisation.

Interviews for selected candidates will be conducted at several locations in London and the Home Counties. Interested candidates should write for an application form to:

Mr C. J. Dawson
Field Training Manager
Leeds Permanent
Building Society
15 High Street
Bracknell
Berkshire
RG12 1QT

Enquiries will be treated in the strictest confidence. Envelopes should be marked 'Staff Confidential'.

the Leeds
PERMANENT
BUILDING SOCIETY

Allied Dunbar

The Financial Management Group

You have no doubt seen vacancies for Financial Management Consultants advertised and have perhaps wondered exactly what this entails.

For Allied Dunbar, it means selling life assurance, pension and investment plans. For you, it means a career with a leading financial institution.

We are in a unique position to offer our clients a complete range of financial services including Portfolio Management and Banking Services. Consequently we require people with proven communication skills to train for a career in the wider sphere of Financial Management.

You could be earning £7,000 in your first year with career development determined by ability.

Please send brief career details to: Janet Woodhart, Allied Dunbar, Spectrum House, 20/26 Curator Street, London EC4A 3LT.

ALLIED DUNBAR

THE FINANCIAL MANAGEMENT GROUP

EASTERN Arts

EASTERN ARTS ASSOCIATION

TWO DANCE ANIMATEURS

to be based in:

NORWICH (from 1st September 1986)

WELWYN GARDEN CITY (from 1st July 1986)

Further information is available from:

Richard Hodger, Drama and Dance Officer,

Eastern Arts Association, 8/9 Bridge Street,

Cambridge CB2 1UA Telephone: (0223) 367596

Letters of application, together with cv, to be received by 12th May.

MISCELLANEOUS

continued

LONDON

Centre for World Development Education seeks a qualified teacher to be responsible for its work with schools and colleges. Must have experience in education, including administrative, supervisory, and development education. Salary negotiable in relation to age and experience.

For full job description contact: Director, CWDE, Centre for World Development Education, 11th Floor, 11th Avenue, Tel: 01-487 2251, Ext. 2155. (11505)

NATIONWIDE CV's produce professional Curriculum Vitae. Low Cost. Details Tel: 061-881 8827. 650000 (10250)

Peripatetic Posts

HOUNSLOW

under secondary - Music - scale 670000 (0553)

Outdoor Education

DEVON

SKERN LODGE OUTDOOR CENTRE. Excellent value for money schools adventure activity programmes. Tel: 03374 55994 or write Skern Lodge, Devon. Tel: 03374 55994. 650000 (10114)

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DEVON

DARTMOOR ADVENTURE

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English as a Foreign Language

BOURNEMOUTH

MANAGEMENT INTERNATIONAL

REA COURSES AT ITTC

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Pre-Teaching English as a Foreign Language.

For details write to ITTC, Bournemouth or Tel: 01202 55555 (19588)

CONCORDE INTERNATIONAL. TEFL TEACHERS for summer schools. R.S.A. Prep. Cert. or PGCE. Residential courses in Ashford/Canterbury and Rochester.

For details and application forms write to Concorde International, Ashford House, Hawks Lane, Canterbury, Kent CT1 3NU. 700000 (11543)

COURSE DIRECTOR to manage a centre of this international summer school for children. August, S.A. Prep. Cert. or PGCE. Summer schools, Buckwood, Kent. Tel: 01892 700000 (11543)

TEFL TEACHERS! Come and join your Union at the T.E.F.L. National Conference on 26th April 1986. 5pm to 8pm. See the T.E.F.L. National Conference at London School of English, London W14. For details contact 01-869 9471. 700000 (10191)

Mr C. J. Dawson
Field Training Manager
Leeds Permanent
Building Society
15 High Street
Bracknell
Berkshire
RG12 1QT

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